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- It contains hundreds of skill-building exercises in composition, vocabulary, grammar, usage, capitalization, and punctuation.
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- Each page focuses on one—and only one—topic or skill.
- Key words and phrases are highlighted for greater clarity and ease of use.
- A comprehensive review lesson follows each major section of the text.

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Borrowed Words and Clipped Words

There are many ways in which the English language grows. One way to add words to our language is to borrow words from other languages. Another way is to shorten or "clip" longer words. The shortened word then becomes a new word in our language. For example, *auto* entered the language as a clipped word for *automobile*.

Identifying Borrowed Words The abbreviations below show some of the languages from which English has borrowed words. Use a dictionary to learn the original language of each of the borrowed words listed. Write the abbreviation of the original language on the line.

Algon. = (American Indian)

Du. = (Dutch)

Fr. = (French)

G. = (German)

Sp. = (Spanish)

EXAMPLE: wiener G

- | | | | |
|---------------|-------|-----------------|-------|
| 1. fiesta | _____ | 6. delicatessen | _____ |
| 2. lesson | _____ | 7. boss | _____ |
| 3. sauerkraut | _____ | 8. bonbon | _____ |
| 4. hominy | _____ | 9. skunk | _____ |
| 5. plaza | _____ | 10. pronto | _____ |

Forming Clipped Words Write the clipped form for each of the following words.

- | | | | |
|----------------------|-------|----------------|-------|
| 1. zoological garden | _____ | 6. luncheon | _____ |
| 2. gymnasium | _____ | 7. gasoline | _____ |
| 3. champion | _____ | 8. influenza | _____ |
| 4. examination | _____ | 9. bathtub | _____ |
| 5. telephone | _____ | 10. laboratory | _____ |

Compound Words and Blends

Words are added to our language in many ways. Sometimes two or more words are put together to make a new word.

A **compound word** is made by putting two words together. *Football* is a compound word. A **blend word** is made by putting two words together after some of the letters in each word have been dropped. The word *smog* is a blend of the words *smoke* and *fog*.

Using Compound Words Combine the following words below to make new words.

- | | |
|-----------------------|-------------------------|
| 1. mark + down _____ | 5. lift + off _____ |
| 2. thumb + tack _____ | 6. skate + board _____ |
| 3. play + pen _____ | 7. shoe + lace _____ |
| 4. air + tight _____ | 8. paper + weight _____ |

Using Blends Combine the following words to make new words. Some of the letters must be dropped to form the new blend word. Use the dictionary if necessary.

- | | |
|---------------------------|------------------------------|
| 1. chuckle + snort _____ | 4. photographic + copy _____ |
| 2. medical + care _____ | 5. news + broadcaster _____ |
| 3. city + landscape _____ | 6. capsule + tablet _____ |

Identifying Compound Words and Blends Write *C* for each word below that is a compound word and *B* for each blend. Then write the two words used to form each word.

- | | |
|-------------------|---------------------|
| 1. hairpin _____ | 6. watchtower _____ |
| 2. brunch _____ | 7. squiggle _____ |
| 3. airline _____ | 8. inside _____ |
| 4. downtown _____ | 9. motel _____ |
| 5. dugout _____ | 10. moped _____ |

Words Made from Names and Initials

Many times, the **name** of a famous person or place becomes a word. The sandwich was named after the Earl of Sandwich. Other words are formed from acronyms. An **acronym** is made by putting together the first letters or first few letters of a group of words. An acronym for Southeast Asia Treaty Organization is SEATO.

Recognizing Words from Famous Names Each of the following words came from a famous person or place. Look up each word in the dictionary. Write the name of the person or place each word came from beside the word.

- | | |
|---------------------|-------------------------|
| 1. ohm _____ | 8. silhouette _____ |
| 2. copper _____ | 9. Geiger counter _____ |
| 3. ottoman _____ | 10. Gila monster _____ |
| 4. valentine _____ | 11. palace _____ |
| 5. watt _____ | 12. limerick _____ |
| 6. poinsettia _____ | 13. Olympics _____ |
| 7. hamburger _____ | 14. pompadour _____ |

Forming Acronyms Make an acronym for each of the following groups of words.

- self-contained underwater breathing apparatus _____
- Bay Area Rapid Transit _____
- radio detecting and ranging _____
- light amplification (by) stimulating emission (of) radiation _____
- Pacific Athletic Conference _____
- Organization of Petroleum Exporting Countries _____
- Random Access Memory _____
- Individual Retirement Account _____
- Strategic Arms Limitation Talks _____
- Common Business-Oriented Language _____

Words for Your Future

Language also changes and grows because of new discoveries in science and technology. Words are needed to name each new invention and discovery. These words are often **technical words**. That is, they are words that make up a special vocabulary for a particular job or field. For example, the word *software* has entered our language because of the development of computers.

Also, some older familiar words have taken on new meanings. The familiar word *menu* has a new meaning in the computer field. It now refers to a list of items on a computer display screen from which the user can make a selection.

Understanding Technical Words For each of the following words, first name the job or field the word came from. Then give its general meaning. Consult your dictionary.

EXAMPLE: tackle fishing equipment or gear - as fishing tackle

1. disk _____
2. input _____
3. chain reaction _____
4. punt _____
5. roger _____
6. synthesizer _____
7. terminal _____
8. loop _____
9. aerobic _____
10. program _____

Mixed Practice: How Language Grows

Recognizing Ways Words Enter the Language Here are seven ways that words are added to the English language.

- | | |
|-------------------|--------------------|
| 1. borrowed words | 5. famous names |
| 2. clipped words | 6. acronyms |
| 3. compound words | 7. technical words |
| 4. blends | |

Decide how each of the following words came into our language. Choose from the list above. Some words may fit more than one category. Use your dictionary for help.

EXAMPLE: acronym Women's Army Corps

1. bike

2. VISTA

3. cheddar

4. neutron

5. FORTRAN

6. frankfurter

7. staccato

8. chalkboard

9. motorcade

10. model

Using Language Skills in Writing

Imagine that you are a research scientist who has invented three new products. Name each product. Try to choose a name that fits each invention. Keep in mind what each invention does when you name it. For example, a *computer* “computes” or calculates numbers. Write a brief paragraph describing each product. Be sure to explain in your paragraph what each product does.

Review: How Language Grows

Remember these seven common ways in which new words are added to our language.

- | | |
|-------------------|--------------------|
| 1. borrowed words | 5. famous names |
| 2. clipped words | 6. acronyms |
| 3. compound words | 7. technical words |
| 4. blends | |

Studying How Our Language Grows Tell how each of the following words was added to the language. Choose from the list above. In some cases more than one category may apply. Consult your dictionary when necessary.

EXAMPLE: CORE acronym Congress of Racial Equality

1. oregano _____
2. UNICEF _____
3. barnyard _____
4. output _____
5. croissant _____
6. Celsius _____
7. Muenster _____
8. ozone _____
9. pup _____
10. squinch _____
11. skylab _____
12. NATO _____
13. dorm _____
14. tightrope _____
15. HUD _____

Sentences and Fragments

When you write a sentence, make sure it answers two important questions: *Who or what did it?* and *What happened?* By answering these questions in a sentence, you will express a complete thought.

EXAMPLE: Last Monday, Rodney broke his arm.

Who did it? Rodney

What happened? broke his arm

In the example, both questions are answered, and the thought is complete. If a group of words does not answer both questions, it is not a complete sentence.

EXAMPLE: The large bags of popcorn

This example does not give enough information. It does not answer the question *What happened?* So, it is only part of a sentence—a **sentence fragment**. By adding words to a fragment, you can form a complete sentence.

EXAMPLE: The large bags of popcorn fell to the floor.

Identifying Sentences Study the groups of words below. Decide which of them are sentences. Write the word *Sentence* or *Fragment* on the line to identify each word group. Put periods at the end of the complete sentences. Then on a separate sheet of paper, rewrite the fragments to make them complete sentences.

- | | |
|-------|--|
| _____ | 1. The moon behind the clouds |
| _____ | 2. The cars skidded on the slick road |
| _____ | 3. Waves splashed against the rocks |
| _____ | 4. The inside of the box |
| _____ | 5. We ordered baked potatoes |
| _____ | 6. The week after my birthday |
| _____ | 7. Slowly climbed the ladder |
| _____ | 8. The tickets went on sale today |
| _____ | 9. Under the table and chairs |
| _____ | 10. The alarm rang early this morning |
| _____ | 11. Over the river and through the woods |
| _____ | 12. The car at the corner |

Subjects and Predicates

Every sentence states a complete thought. A complete thought has two parts, the **subject** and the **predicate**. The subject tells *whom* or *what* the sentence is about. The predicate tells what the subject *does* or *is*.

SUBJECT

The fishing boat

All of the planes

PREDICATE

rocked against the pier.

are on time.

Identifying Subjects and Predicates Draw a vertical line between the subject and the predicate in each sentence below.

EXAMPLE: The flash of lightning|struck the ground.

1. My new neighbor comes from Michigan.
2. The player pitched a no-hitter.
3. Cold chicken filled the picnic basket.
4. The car in the driveway belongs to my uncle.
5. A double rainbow appeared after the storm.
6. Several planes circled the airport.
7. Four of my friends wrote a play.
8. A colorful kite soared above the trees.
9. The latch on the old trunk was locked.
10. The county sheriff closed the road.

Writing Subjects and Predicates Add either a subject or a predicate to the fragments below to make complete sentences. Begin each sentence with a capital letter.

1. my favorite TV show

2. moved to Seattle

3. makes so much noise

The Simple Predicate, or Verb

The complete predicate includes all of the words that tell what the subject does or is. There is one part of every complete predicate that is more important than the rest. This part is the **verb**.

Some verbs tell about an action. They are **action verbs**.

The apple *fell* from the tree.

Shelly *rode* her bike to the store.

Other verbs state that something *is*. They are **state-of-being verbs**.

Soccer *is* my favorite sport.

We *are* last in line.

Identifying Verbs Draw a line under the verb in each sentence. Then tell whether the verb is an *Action Verb* or a *State-of-Being Verb*.

1. Our library closes at 4:30. _____
2. Beth delivers papers early in the morning. _____
3. Ice-cold watermelon is my favorite dessert. _____
4. The bus stopped quickly at the corner. _____
5. Her new glasses are attractive. _____
6. Juan finished his homework early. _____
7. The small sailboat drifted out to sea. _____
8. Our mail carrier is on vacation. _____
9. My sister makes her own clothes. _____
10. The stars were bright last night. _____

Writing Verbs Add a verb to each blank to complete the meaning of each sentence.

1. Last night our family _____ a movie.
2. I _____ my books at home.
3. The player _____ the ball into the basket.
4. Mike _____ the assignment first.
5. During the game, Sue _____ her leg.

The Simple Subject

In a complete sentence, every verb has a subject. The most important word in the complete subject is sometimes called the **simple subject**. Another name for the simple subject is the **subject of the verb**.

To find the subject of the verb, always find the verb first. Then ask *who?* or *what?* before the verb.

The delighted audience clapped with delight.

Verb: *clapped*

Who or what *clapped*? the audience

Audience is the subject of *clapped*.

The huge dog frightened my younger brother.

Verb: *frightened*

Who or what *frightened*? the dog

Dog is the subject of *frightened*.

Finding Subjects and Verbs In the sentences below, underline the subject once and the verb twice.

EXAMPLE: Wild violets grow on the prairie.

1. Heavy rains often flood the streets.
2. The yellow house is ours.
3. Carefully, the cat walked along the ledge.
4. The oak trees lost their leaves early this year.
5. In August, we travel to Maine.
6. After school, Joan often goes to the gym.
7. My red marker leaked all over my jeans.
8. Gently, Annabel lifted the newborn kitten.
9. The prickly pear cactus produces beautiful flowers.
10. A new student joined the computer club.
11. Every Tuesday, Jason has a violin lesson.
12. In karate class, we learn self-defense.
13. The tremendous fire sent dark clouds of smoke into the air.
14. Hastily, David jammed his books into his locker.
15. Serious chess players rarely talk during a game.

The Subject in Different Positions

In most sentences, the subject comes at the beginning, before the verb. Sometimes, however, the subject follows the verb. To find the subject in sentences with unusual word order, follow the usual steps. First, find the verb. Then ask *who?* or *what?* before the verb.

Into the water dived the swimmer.

Verb: *dived*

Who or what *dived*? the swimmer

Swimmer is the subject of *dived*.

The subject always follows the verb in sentences that begin with the word *Here*, *There*, or *Where*. *Here*, *There*, and *Where* are never subjects themselves.

Here are the keys to the house.

Verb: *are*

Who or what *are*? the keys

Keys is the subject of *are*.

Finding the Subject in Different Positions In the sentences below, underline the subject once and the verb twice.

EXAMPLE: Here is your invitation.

1. There are two packages on the table.
2. Around that corner is my uncle's store.
3. Here are the stamps for the letters.
4. Where is Evelyn's lunch?
5. Up the wall crawled the spider.
6. In an abandoned railroad car nested several sparrows.
7. There are many fine biographies about Helen Keller.
8. From the kitchen drifted wonderful aromas.
9. Here comes the drum solo.
10. Where is the answer key for the crossword puzzle?
11. Next to the soccer field is a refreshment stand.
12. There is a mouse in the attic.
13. Out of the cave peeked the bear.
14. In the refrigerator there is a snack.
15. Cautiously, Jerry approached the wild pony.

Four Kinds of Sentences

There are four kinds of sentences. Each kind expresses a complete thought, and each kind needs a specific end punctuation. Read the following rules and examples.

1. A **declarative sentence** tells something. It ends with a period (.).

Robin took her radio on the trip.

2. An **interrogative sentence** asks a question. It ends with a question mark (?).

Which book did you read?

3. An **imperative sentence** requests, instructs, or orders. It usually ends with a period (.). When an imperative sentence shows strong feeling, it ends with an exclamation point (!).

Open the front window. Sit down!

4. An **exclamatory sentence** expresses strong feelings such as joy, surprise, or anger. It ends with an exclamation point (!).

What a great game that was!

Identifying Sentences Label each of the following sentences. Write *Declarative*, *Interrogative*, *Imperative*, or *Exclamatory*. Use the correct end punctuation.

- | | |
|-------|--|
| _____ | 1. Turn off the lights, please |
| _____ | 2. Are you going to the movies with us |
| _____ | 3. What a terrible fire that was |
| _____ | 4. I'm going to the game on Saturday |
| _____ | 5. My project is almost finished |
| _____ | 6. Did you bring your guitar |
| _____ | 7. Lend me your pencil, please |
| _____ | 8. How tall you have grown |
| _____ | 9. I usually dream every night |
| _____ | 10. Try this new dessert |
| _____ | 11. How fast the Concorde flies |
| _____ | 12. What a surprise this is |

Finding Subjects in Different Types of Sentences

Interrogative, exclamatory, and imperative sentences may all have unusual subject-verb order. To find the subject of an interrogative or exclamatory sentence, rewrite the sentence so that it is a declarative sentence. Then follow the usual steps.

Interrogative Sentence: Is she watching the eclipse?

Declarative: She is watching the eclipse.

Verb: *is watching*

Who or what *is watching*? *She*

She is the subject of *is watching*.

You may need to drop some words to make a rewritten sentence sound correct.

Exclamatory: What a surprise your visit is!

Declarative: Your visit is a surprise.

An imperative sentence appears to have no subject. However, in imperative sentences, the subject is understood to be the word *you*. In the example below, *you* is written in parentheses to show that it is understood.

(You) Close the door.

(You) Brush the dog.

Finding Subjects In the sentences below, draw a line under the subject of the verb. If the subject is understood, write (*You*) after the sentence.

1. Has Manuel come home yet?
2. Listen to the crowd!
3. Do you want walnuts in your muffins?
4. What a strange shape that cloud has!
5. Is your watch still working?
6. Give me your new address.
7. What is today's date?
8. Was that road ever dangerous!
9. Have you been playing the piano long?
10. Wait for Marcia's brother.

Compound Subjects and Predicates

In some sentences, the subject or predicate may be made up of two or more parts. These are called **compound parts**. Using compound parts helps you combine your ideas. Notice how compound parts are formed.

Compound Subjects: Bill delivers newspapers after school.
Maria delivers newspapers after school.
Bill and Maria deliver newspapers after school.

Compound Predicates: The pioneers loaded their wagons.
The pioneers started for the West.
The pioneers **loaded their wagons and started for the West.**

The conjunctions *and* and *or* are used to join compound parts. When three or more subjects or predicates are combined, use commas to separate them.

Oranges, apples, and bananas filled a bowl on the table.

Dad *picked up the paper, went inside, and read it.*

Identifying Compound Subjects and Predicates Underline the compound subjects or predicates in the sentences below. In the blank, write C.S. for compound subject or C.P. for compound predicate.

EXAMPLE: C.S. The lightning and thunder scared the puppy.

- _____ 1. Ted, Chris, or Mary will check the list.
- _____ 2. I woke up early and jogged two miles.
- _____ 3. Cactus, sagebrush, and wildflowers covered the hills.
- _____ 4. The violent storm flooded the streets and destroyed many trees.
- _____ 5. Tomorrow, bring your money and return your permission slip.

Using Compound Subjects and Predicates Think of either a compound subject or a compound predicate to complete the following sentences.

1. _____, _____, and _____ are my favorite musicians.
2. Melissa _____ and _____.
3. _____, _____, and _____ roamed the jungle forests.
4. Every day, Joel _____, _____, and _____.

Mixed Practice (I): Writing and Understanding Sentences 16

Recognizing and Punctuating Sentences Study the groups of words below and decide which of them are sentences. For each word group that is not a sentence, write *Fragment* on the line. For each group of words that is a sentence, write *Declarative*, *Interrogative*, *Imperative*, or *Exclamatory* to tell what kind each sentence is. Punctuate the complete sentences.

1. Which fishing rod is yours _____
2. All the countries in Europe _____
3. Pay attention to the safety rules _____
4. Isaac Newton studied the laws of gravity _____
5. What a tragedy _____
6. Pastries neatly arranged on the glass plate _____

Finding Subjects, Predicates, and Verbs Draw a line between the subject and the predicate of each sentence below. Then, underline the verb.

1. Josephine attended the opening ceremony of the Olympic Games.
2. Paint flaked from the laundry ceiling.
3. The meteor crashed into the desert.
4. The trumpeting elephant frightened a nearby photographer.
5. Ross worked at a coal mine near Beckley.
6. Susan hit the softball into left field.

Finding Verbs and Their Subjects In some of the following sentences, the subject comes before the verb; in others, it comes after. Underline the subject once and the verb twice.

1. There is the key to the suitcase.
2. Past the guard ran the bank robbers.
3. For three days, fire raged through the forest.
4. Was Tenochtitlán the capital city of the Aztec empire?
5. Slowly, Kenny memorized all of the state capitals.

Mixed Practice (II): Writing and Understanding Sentences 17

Recognizing Understood Subjects and Compound Subjects and

Predicates In each of the following sentences, the subject may be understood or it may have more than one part. The predicate also may have more than one part. In each sentence, underline each simple subject or each part of the compound subject once. Underline each verb twice. If the subject of a sentence is understood, write *You* in parentheses on the blank.

1. _____ Show the bus driver your pass and take a seat.
2. _____ The bank and the drugstore were destroyed in the tornado.
3. _____ Karen and Peggy rode the cable cars and enjoyed the scenery.
4. _____ Sweep the floor with the new broom.
5. _____ Feed Billie's goldfish once every other day and clean the bowl weekly.
6. _____ Run around the track three times.
7. _____ King Ferdinand and Queen Isabella supplied Columbus with three ships.
8. _____ Spinach, lettuce, and tomatoes were in the refrigerator.
9. _____ Ira used the heavier baseball bat and hit a homer.
10. _____ Jimmy Connors and John McEnroe played in the tennis match.
11. _____ Put on your helmet and knee pads.
12. _____ Jenny and Gayle did their homework but left it at Gayle's house.
13. _____ Ramon understands Portuguese but speaks only English.
14. _____ Is Monday or Tuesday more convenient for you?
15. _____ Try harder and sink those free throws!

Using Sentences in Writing

A good story is made up of many kinds of sentences. Here are examples of the four kinds of sentences.

1. My mother is a pediatrician. (declarative)
2. Who is your favorite musical group? (interrogative)
3. Don't forget to feed the baby. (imperative)
4. Watch out for that car! (exclamatory)

Write an example of each type of sentence.

Declarative

Interrogative

Imperative

Exclamatory

Choose one of the topic sentences below or make up one of your own. Then write a story on a separate sheet of paper. Use all four types of sentences in your story. Vary your sentence patterns so that in a few sentences, the subject appears after the verb.

1. Today was the most exhausting day of my life.
2. Tryouts for the talent show are always fun to watch.
3. Everyone needs a special place to be alone.
4. By talking to senior citizens, you can hear many interesting stories.

Review: Writing and Understanding Sentences

Identifying and Punctuating Sentences On the line next to each sentence, write whether the sentence is *Declarative*, *Interrogative*, *Exclamatory*, or *Imperative*. Punctuate each sentence correctly. If the group of words is not a complete sentence, write *Fragment* on the line.

- | | |
|-------|---|
| _____ | 1. How blue the sky is |
| _____ | 2. Recklessly turned the corner |
| _____ | 3. Are you going to summer school |
| _____ | 4. Feed the dog, please |
| _____ | 5. Bouquets of fresh flowers |
| _____ | 6. My brother has the flu |
| _____ | 7. The results of the contest are final |

Finding Subjects and Verbs In each sentence, underline the subject once and the verb twice. If the subject is understood, write *You* in parentheses after the sentence.

1. We finished the assignment yesterday.
2. One hot day, he swam out to the coral reef.
3. There are three bran muffins left.
4. Bring me the newspaper, please.
5. Up to the stage came the surprised winner.

Identifying Compound Subjects and Predicates In each sentence, underline the subject once and the verb twice. In the blank write *C.S.* if the sentence has a compound subject, and *C.P.* if it has a compound predicate.

- | | |
|-------|---|
| _____ | 1. The ice chest and picnic basket are in the trunk. |
| _____ | 2. We found the wallet and returned it. |
| _____ | 3. On Saturdays, Sharon and her friends go to the skating rink. |
| _____ | 4. Tacos and lasagna are my favorite foods. |
| _____ | 5. The band marched across the football field and played our school song. |

What Are Nouns?

A **noun** is a word that names a person, place, thing, or idea.

PERSONS	PLACES	THINGS	IDEAS
Ricky	Grand Canyon	shoelace	courtesy
teacher	home	calendar	loyalty
Dr. King	college	lawnmower	fear
mechanic	forest	map	excitement

Many nouns name things that you can see. Other nouns, however, name things that you cannot see. Here are some examples.

science rules pain faith

Identifying Nouns Underline all the nouns in the following sentences.

1. The pool in the back yard looked inviting.
2. Tall grass and colorful flowers filled the meadow.
3. The attic was always a mystery to the owners.
4. Dark clouds covered the sun before the storm.
5. History and reading are my favorite subjects.
6. Strange sounds were coming from under the floor of the kitchen.
7. The new law will protect the health of the workers.
8. The snow in winter sparkles like diamonds.
9. Litter destroyed the beauty of the park.
10. His fairness makes Joe a good coach.

Using Nouns Fill in the blanks below with your choice of nouns.

Yesterday, I went with my _____ to the _____. First, we looked at the _____ and the _____. Then we noticed some beautiful _____ up on a _____. After much _____, we bought a _____. When we had finished, we rode the _____ home.

Common Nouns and Proper Nouns

A **common noun** is the general name for a person, place, thing, or idea. Common nouns are not capitalized.

A **proper noun** is the name of a particular person, place, thing, or idea. It always begins with a capital letter. A proper noun may consist of more than one word.

COMMON NOUNS	PROPER NOUNS
team	Dallas Cowboys
school	Boulevard School
building	John Hancock Center
athlete	Martina Navratilova

Finding Proper Nouns Underline every noun in the following sentences. If a noun is a proper noun, draw two lines under each letter that should be capitalized.

EXAMPLE: Our neighbors, the clarks, moved to alaska.

1. My favorite months are july and august.
2. The sears tower is in chicago, illinois.
3. The los angeles dodgers won the championship.
4. My friends, connie and frank, live on chestnut street.
5. Next wednesday is the day we will visit the carl sandburg school.
6. Aunt mary has traveled to england, germany, and france.

Writing Proper Nouns For each common noun that is given, write two proper nouns.

- | | | |
|---------------|-------|-------|
| 1. athlete | _____ | _____ |
| 2. car | _____ | _____ |
| 3. magazine | _____ | _____ |
| 4. actor | _____ | _____ |
| 5. actress | _____ | _____ |
| 6. school | _____ | _____ |
| 7. soft drink | _____ | _____ |
| 8. musician | _____ | _____ |

Singular and Plural Nouns

A **singular noun** names one person, place, thing, or idea. A **plural noun** names more than one person, place, thing, or idea.

Here are seven rules for forming plural nouns.

1. To form the plural of most nouns, just add -s.

cups desks hands fossils

2. When the singular ends in s, sh, ch, x, or z, add -es.

addresses churches foxes buzzes

3. When the singular ends in o, add -s.

stereos radios solos Navajos

EXCEPTIONS: For the following nouns ending in o, add -es:

echoes heroes potatoes tomatoes

4. When the singular noun ends in y, with a consonant before it, change the y to i and add -es.

butterfly-butterflies army-armies

5. For most nouns ending in f or fe, add -s. For some nouns ending in f or fe, however, change the f to v and add -es.

chief-chiefs calf-calves safe-safes shelf-shelves

6. Some nouns are the same for both singular and plural.

deer sheep trout moose bass

7. Some nouns form their plurals in special ways.

child-children man-men mouse-mice
tooth-teeth goose-geese foot-feet

Forming Plurals Write the plural for each of the following nouns. Use a dictionary if you are unsure about how to form the plural of a word.

1. tooth _____

8. hero _____

2. trout _____

9. match _____

3. box _____

10. country _____

4. monkey _____

11. drum _____

5. banjo _____

12. auto _____

6. leaf _____

13. woman _____

7. thief _____

14. watch _____

Nouns That Show Possession

A **possessive noun** shows ownership. It tells to what or to whom another noun belongs. Here are the rules for writing possessive nouns.

1. To form the possessive of a singular noun, add an apostrophe and s.

teacher-teacher's Charles-Charles's night-night's

2. There are two rules for forming the possessive of plural nouns.

If a plural noun ends in s, simply add an apostrophe after the s.

horses' families' boxes'

If a plural noun does not end in s, add an apostrophe and an s.

children's women's men's

Writing Possessive Forms of Nouns Write the possessive forms of the following nouns. Use the rules above as a guide.

- | | |
|-------------------|---------------------|
| 1. families _____ | 9. men _____ |
| 2. child _____ | 10. cat _____ |
| 3. animal _____ | 11. oxen _____ |
| 4. geese _____ | 12. directors _____ |
| 5. Eskimo _____ | 13. singer _____ |
| 6. woman _____ | 14. dwarfs _____ |
| 7. author _____ | 15. sheep _____ |
| 8. baby _____ | 16. ladies _____ |

Using Possessives Write the possessive form of the noun in parentheses.

- I rode (James) _____ bike today.
- My (sister) _____ camera is broken.
- These carrots are from my (neighbor) _____ garden.
- Did you borrow (Nancy) _____ radio?
- The (children) _____ tree house is empty.
- (Russ) _____ trumpet is brand new.

Mixed Practice: Using Nouns

Finding Nouns and Identifying Proper Nouns Underline all the nouns in the following sentences. Then, draw two lines under each letter that should be capitalized.

1. Will karen and susan go to the concert?
2. The appalachian mountains extend from new england to alabama.
3. Has della planted a garden in her back yard?
4. Our garage door opens when we press a button.
5. What country is known for its windmills and tulips?
6. This cake was made with three eggs.
7. The painter van gogh cut off his ear.
8. My brother ate some salad and a sandwich.

Using Plurals and Possessives Underline the correct word or words in each sentence.

1. All of the (boys, boy's, boys') gym bags were on the (benches, bench's).
2. The (store's, stores) in the mall sell many (men's, mens') suits.
3. The (speaker's, speakers') notebook contained several (corrections, correction's).
4. (Lady's, Ladies', Ladies) hats and (coats, coats') filled the cloakroom.
5. This (student's, students') scores were recorded in the (teacher's, teachers') grade book.
6. That (baby's, babies') loud (crys, cries) woke everyone up.
7. The farmer bought new (brushes, brushes') for the (horse's, horses', horses) manes.
8. All the (players', player's) uniforms had new (emblem's, emblems) on them.
9. The (wolf's, wolves, wolves') followed the (deer's, deers) tracks.
10. Six types of (childrens', children's, childrens) games are available from this catalog.

Using Nouns in Writing

Picture yourself as the first explorer to visit an unknown part of the earth. The place you explore might be a cave, a mountain, a swamp in the Everglades, a rain forest in the jungle, the ocean floor, or the North Pole. You are keeping a journal of your exploration. Write a paragraph describing all the strange and wondrous things you see. These things may be real or imaginary. Underline all the nouns in your paragraph. Remember to capitalize any proper nouns.

Review: Nouns for Precise Meaning

Finding Common and Proper Nouns Underline the nouns in each sentence. Then, draw two lines under each letter that should be capitalized.

1. Her bravery was honored with a medal.
2. My hero in baseball is hank aaron.
3. The figure in the window looked like king kong.
4. The accident stopped the traffic on pacific avenue.
5. The concert on sunday will be held in biscayne park.

Forming Plural Nouns Write the plural form for these nouns.

- | | |
|----------------|-----------------|
| 1. goose _____ | 6. shelf _____ |
| 2. party _____ | 7. radio _____ |
| 3. mouse _____ | 8. dress _____ |
| 4. bush _____ | 9. baby _____ |
| 5. hobby _____ | 10. watch _____ |

Writing the Possessive Form of Nouns Write the words in parentheses in the correct possessive form.

1. Our (cat) _____ paw was bandaged.
2. (Charles) _____ answer was right.
3. The (woman) _____ jewelry was expensive.
4. Saturday is (Louis) _____ birthday.
5. The (officers) _____ uniforms were blue and gold.
6. (Charlene) _____ talent is playing the flute.
7. The (gypsy) _____ cloak was torn and ragged.
8. My (aunt) _____ business is very successful.
9. The (child) _____ tricycle was broken.
10. (Runners) _____ legs are very muscular.

Kinds of Verbs

Some verbs tell about action. These are called **action verbs**. Sometimes you can see the action.

We *played* volleyball. Tony *collected* dues from each member.

Some verbs name action that you cannot see.

Joan *knew* the answer to the question. Greg *learns* quickly.

Other verbs do not express action. Instead, they state that something *is*. These verbs are **state-of-being verbs**.

Here are some common state-of-being verbs.

am	was	be	been	become	feel	sound
is	are	were	being	seem	smell	taste

Look at the state-of-being verbs in the following sentences.

July *is* always hot. Those magazines *are* mine.

Identifying Types of Verbs Underline the verb in each of the following sentences. On the blank, write *Action* if the verb is an action verb or *Being* if it is a state-of-being verb.

- _____ 1. On Fridays, I help Mr. Alvarez in the bakery.
- _____ 2. You seem nervous about the game.
- _____ 3. Are you the owner of this bike?
- _____ 4. During the play, the actor forgot his lines.
- _____ 5. Before school, Megan jogged two miles.
- _____ 6. The elevator is over there.
- _____ 7. Alonzo's cousin arrived yesterday.
- _____ 8. Was that your brother on the telephone?
- _____ 9. Popcorn often tastes too salty.
- _____ 10. Ivy covered the garden fence.
- _____ 11. Our turn was next.
- _____ 12. Noisy fans crowded into the stadium.

Main Verbs and Helping Verbs

The verb in a sentence can be made up of one word or several words. When there are two or more words that make up the verb, the last word is the **main verb**. The other words are **helping verbs**. The most common helping verbs are the forms of *be*, *have*, and *do*.

HELPING VERB(S)	+	MAIN VERB	=	VERB
is		dancing		is dancing
has		danced		has danced
could have been		dancing		could have been dancing

The helping verb and main verb are sometimes separated by other words.

will usually *watch* *must* not *have* *heard*

The following helping verbs can also be used as main verbs.

am, is, are, was, were

have, has, had

do, does, did

I *am* an excellent Scrabble player.

We *had* spinach quiche for lunch.

Finding Parts of the Verb Underline the verb in each sentence. Then write the parts of the verb in the correct columns. The first one has been done for you.

	HELPING VERBS	MAIN VERB
1. Lisa <u>has painted</u> a mural.	<u>has</u>	<u>painted</u>
2. Have you ever seen the Lincoln Memorial?	_____	_____
3. Our club will elect new officers next week.	_____	_____
4. The radio has been playing all afternoon.	_____	_____
5. The sun has just set.	_____	_____
6. Has Maggie already gone home?	_____	_____
7. They should have organized a search party.	_____	_____
8. My father is cooking breakfast for us.	_____	_____
9. We had been riding our bikes for two hours.	_____	_____
10. Joel doesn't live there anymore.	_____	_____

Direct Objects of Verbs

A **direct object** is a noun or pronoun that follows an action verb. It completes the action of the verb. To find a direct object, first find the verb. Then ask *whom?* or *what?* after the verb. The word that answers *whom?* or *what?* is the direct object.

Marvin *played* soccer all Saturday morning.

Verb: *played*

Played what? *soccer*

The direct object is *soccer*.

If you cannot answer the questions *whom?* or *what?*, there is no direct object.

Marvin *is resting* today.

Martin *is resting* what?

You cannot answer the question *what?* Thus, there is no direct object.

Recognizing Direct Objects In each sentence, draw one line under the verb and two lines under the direct object. Not all sentences will have a direct object.

1. Janice draws cartoons well.
2. The detective finally solved the mystery.
3. I circled the date on my calendar.
4. The monkeys were climbing the tall trees.
5. Grandmother always calls on my birthday.
6. I read a story about a doughnut machine.
7. Can Carl mow the lawn today?
8. Power lines snapped during the vicious storm.
9. Distribute the papers, please.

Using Direct Objects Add direct objects to complete these sentences.

1. The city workers paved the _____.
2. The picnickers ate their _____ in the park.
3. The messy cereal covered the baby's _____.
4. Are you taking a _____ this summer?
5. Bruce made _____ for dinner.

Linking Verbs

Some state-of-being verbs are **linking verbs**. Linking verbs connect, or link, the subject with a word in the predicate. Words that follow linking verbs and tell something about the subject are either nouns or adjectives. They are called **predicate words** because they appear in the predicate.

Mrs. Douglas is our *principal*. (*Is* links the noun *principal* to the subject *Mrs. Douglas*.)

My legs are *tired*. (*Are* links the adjective *tired* to the subject *legs*.)

Here is a list of frequently used linking verbs.

am	be	were	seem	smell	sound	taste
is	are	was	become	appear	feel	look

Do not confuse nouns following linking verbs with direct objects of verbs. Direct objects follow *action verbs*, not linking verbs.

Finding Linking Verbs In each of the following sentences, underline the linking verb once, the subject twice, and the predicate word that is linked to the subject, three times.

EXAMPLE: The pizza looks delicious.

1. The evening air suddenly became cool.
2. The bottle-nose dolphin is a mammal.
3. Your idea seems reasonable.
4. The varnish felt sticky.
5. I am her only cousin.
6. Those bananas look ripe.

Using Action and Linking Verbs Underline the verb in each sentence. On the line after the sentence, tell if the verb is an *Action Verb* or a *Linking Verb*.

1. His nervousness became obvious. _____
2. The trainer tamed the circus animals. _____
3. We stenciled the design onto the poster. _____
4. My grandparents were Norwegian. _____
5. Will you read the poem again? _____

Verb Tenses

Verbs tell *when* something happens. By changing their forms, verbs tell whether the action or state of being takes place in the present, past, or future. The changes in form to show time are called **tenses**. Present, past, and future are the three most important tenses.

The **present** tense indicates an action or state of being happening *now*.

I see the bus. The sky *is* blue.

The present tense is the same as the name of the verb: *do, run, work*. Add *-s* or *-es* to produce the singular forms *she does, he runs, it works*.

The **past** tense indicates an action or state of being completed *in the past*.

I saw the bus. The sky *was* blue.

The past tense of most verbs is formed by adding *-d* or *-ed* to the present tense form: *walk-walked, move-moved*. These are **regular verbs**. Other verbs, called **irregular verbs**, change their spelling to show the past tense: *sing-sang, bring-brought*. These forms are found in the dictionary.

The **future** tense indicates an action or state of being happening *in the future*.

I *shall* see the bus. The sky *will be* blue.

The future tense is formed most often by using the helping verbs *will* or *shall* with the present tense form: *will sing, shall bring*.

Recognizing Verb Tenses Underline the verb in each sentence. On the blank, tell whether the tense of the verb is *Present, Past, or Future*.

1. We saw the parade from our windows. _____
2. Our class will go to the state capital. _____
3. Steve always solves the mystery first. _____
4. Those planes carry cargo. _____
5. The photos will develop in a few minutes. _____
6. Wendy did the artwork for the play programs. _____
7. We thought about our latest plans. _____
8. Hawaii became our fiftieth state. _____
9. Will you make your decision soon? _____
10. This freeway goes to Los Angeles. _____

The Principal Parts of Verbs

Every verb has many different forms. All of these different forms of a verb are made from just three parts. The three parts of any verb are called its **principal parts**.

The principal parts of a verb are the **present**, the **past**, and the **past participle**.

PRESENT	PAST	PAST PARTICIPLE
walk	walked	(have) walked
print	printed	(have) printed
carry	carried	(have) carried

The **present** part of the verb is its present tense. Add -s or -es to form the singular. The present part used with *will* or *shall* forms the future tense.

The **past** part of the verb is its past tense. Every verb that forms its past tense by adding -ed or -d to the present form is a regular verb. Most English verbs are regular.

The **past participle** is used with helping verbs to make other forms of the verb. Here are some examples.

has walked	had walked	will have walked	shall have walked
have walked	was walked	has been walked	should have been walked

Forming Principal Parts Write the verb form indicated for each of the following regular verbs. Use one or more helping verbs with the past participle form.

EXAMPLE: stop (past participle) (have) stopped

- look (past participle) _____
- promise (past) _____
- hurry (past participle) _____
- protect (present) _____
- shout (past) _____
- arrive (past participle) _____
- follow (present) _____
- decide (past participle) _____
- study (present) _____
- laugh (past) _____

Irregular Verbs (I)

An **irregular verb** does not form its past and past participle form by adding *-ed* or *-d* to the present form. Irregular verbs have special past forms.

PRESENT	PAST	PAST PARTICIPLE
eat	ate	(have) eaten

Remember these rules when forming the past tense of irregular verbs.

1. The past form is used alone without a helping verb.
2. The past participle must be used with a helping verb.

The most common helping verbs used with the past participle are forms of *be* or *have*.

These are the principal parts of some common irregular verbs.

PRESENT	PAST	PAST PARTICIPLE
begin	began	(have) begun
bring	brought	(have) brought
choose	chose	(have) chosen
come	came	(have) come
drink	drank	(have) drunk
go	went	(have) gone
know	knew	(have) known
swim	swam	(have) swum
teach	taught	(have) taught

Forming Principal Parts of Irregular Verbs Write the verb form indicated for each irregular verb. Use one or more helping verbs with the past participle form. Check your dictionary if you are not sure of a form.

1. write (past) _____
2. go (past participle) _____
3. break (present) _____
4. drive (past) _____
5. bring (past participle) _____
6. throw (past) _____
7. see (past participle) _____
8. swim (past) _____

Irregular Verbs (II)

Irregular verbs follow no special pattern. Practice in identifying and using irregular verbs will help you to memorize their forms. Refer to the list of irregular verbs on page 33 and a dictionary if you need help with this exercise.

Choosing the Right Form of the Verb In each sentence, underline the correct form of the verb in parentheses.

1. I have (wrote, written) many letters to my pen pal.
2. My aunt (taught, teached) me how to play chess.
3. We (saw, seen) the rapids ahead in the water.
4. Have you ever (rode, ridden) a cable car?
5. Has he (did, done) what he promised?
6. Meredith (went, gone) to Canada last summer.
7. The newspaper (came, come) late.
8. Laura (brung, brought) her cousin to school.
9. They have already (began, begun) to sell tickets.
10. Julio (swam, swum) two lengths of the pool underwater.
11. The pitcher has (threw, thrown) two wild pitches.
12. Have you ever (run, ran) in a triathlon?
13. All of the juice has been (drank, drunk).
14. Karen has (broke, broken) her glasses again.
15. After the play, we (spoke, spoken) with one of the actors.
16. For breakfast, the children (chosen, chose) waffles.
17. The lake water (frozen, froze) early this winter.
18. That fish has (stole, stolen) my bait again!
19. For years, cowboys have (drove, driven) cattle along that trail.
20. The audience (knew, known) the punch line as soon as the comedian started the joke.

Confusing Pairs of Verbs (I)

May and Can *Can* means “to be able to do something.” *May* is used as a form of politeness when asking permission.

Can you lift this weight? *May* I help you?

Let and Leave *Let* means “to permit.” *Leave* means “go away (from).” *Leave* also means “to allow to remain.”

Let me go. The buses *leave* at noon. *Leave* your books here.

Lie and Lay *Lie* means “to recline” or “to rest.” Its forms are *lie*, *lay*, and *lain*. *Lie* does not take a direct object.

Lay means “to put” or “to place.” Its forms are *lay*, *laid*, *laid*. *Lay* can take a direct object.

I *lie* on the couch at night. Sarah Ann *laid* the package on the table.

Choosing the Correct Verb Underline the correct verb in parentheses.

1. (May, Can) Frankie stay for supper?
2. You (may, can) win if you practice enough.
3. (Let, Leave) me write the music by myself.
4. We will (let, leave) some food for the dog.
5. The lifeguard was (lying, laying) on the raft.
6. I'll (lie, lay) this mat in front of the door.
7. Melissa (may, can) jump the hurdles.
8. (May, Can) we all fit in that car?
9. David could (let, leave) the key with us.
10. (Let, Leave) Joan help you with those packages.
11. I (lay, laid) the mail on the table this morning.
12. The newspapers have (lain, laid) on the porch all week.

Confusing Pairs of Verbs (II)

Teach and Learn *Teach* means “to show how” or “to explain.” *Learn* means “to understand” or “to gain knowledge.”

I will *teach* you a song. You can *learn* easily.

Rise and Raise *Rise* means “to get up” or “to go up.” Its forms are *rise*, *rose*, and *risen*. *Rise* does not take a direct object. *Raise* means “to lift something up.” Its forms are *raise*, *raised*, and *raised*. *Raise* usually takes a direct object.

The sun *rose* at six. We *raised* the flag.

Sit and Set *Sit* means “to rest.” Its forms are *sit* and *sat*. *Sit* does not take a direct object.

Set means “to place” or “to put.” *Set* is the present, past, and past participle form. *Set* can take a direct object.

I *sat* on the lounge chair. Please *set* the vase down gently.

Choosing the Correct Verb Underline the correct verb in parentheses.

1. (Teach, Learn) me how to play chess.
2. Dad (taught, learned) us how to fix a flat tire.
3. The flood waters have (risen, raised) two feet.
4. Did the balloon (rise, raise) high?
5. We have (sat, set) and talked together often.
6. Who is (sitting, setting) on the hammock?
7. I am (teaching, learning) to play the flute.
8. That experience (taught, learned) us a good lesson.
9. All of the grocers have (risen, raised) their prices.
10. The whole class (rose, raised) their hands at once.
11. Please (sit, set) the pan on the stove.
12. I (sat, set) the can of paint on the shelf.
13. My neighbor is (teaching, learning) to speak French.
14. The tide is (rising, raising) along the shore.
15. Luke is (sitting, setting) the chairs on the stage.

Mixed Practice (I): Verbs

Finding Helping Verbs, Main Verbs, and Direct Objects On a separate sheet of paper, make three columns. Head the first column *Helping Verb*, the second *Main Verb*, and the third *Direct Object*. Write the verbs and direct objects from the sentences below in the correct columns.

1. Jewel will play the trumpet in the band.
2. We are choosing the carpet for the living room.
3. Mr. Choy is building an airplane in his garage.
4. This train is hauling coal from Kentucky.
5. The waitress has brought hamburgers for all of us.
6. Gus may have dropped the bus token into the fare box.
7. Helen will enter her cheesecake in the baking contest.
8. We had carried our suitcases from the car to the motel room.
9. Leo will peel enough potatoes for supper.
10. I had opened the atlas to a map of India.

Identifying Verb Tenses and Linking Verbs Underline the verb in each sentence. On the line after each sentence, write *Present*, *Past*, or *Future* to show the tense of the verb. If the sentence has a word linked by the verb to the subject, draw two lines under the subject.

1. The highly polished wood surface of the table feels smooth. _____
2. Duane will land the helicopter on the roof of the building. _____
3. Luther Burbank was a successful horticulturist. _____
4. Los Angeles was the site of the 1984 Summer Olympics. _____
5. Sally will draw a portrait of the model. _____
6. The farmer will plow his land early this spring. _____
7. The top drawer of my desk is messy. _____
8. This china cup seems almost transparent. _____
9. I tied my horse to the post outside the general store. _____
10. Halley's comet passes Earth about every 75 years. _____

Mixed Practice (II): Verbs

Using Irregular Verbs Correctly Underline the correct verb in each sentence.

1. Deer have (ran, run) across the road.
2. Has anyone (came, come) for the newspaper drive?
3. The tired hikers (drank, drunk) gallons of lemonade.
4. Our neighbors have (gone, went) to San Diego.
5. The visitors (spoken, spoke) about the beautiful scenery.
6. Sherlock Holmes would have immediately (known, knew) the criminal.
7. When you have (did, done) your chores, you may go outside.
8. Our class has (chose, chosen) its motto.
9. Are the ice cubes (frozen, froze) yet?
10. Victor (swam, swum) hard against the current.

Using Verbs Correctly Underline the right word in parentheses.

1. (May, Can) you find an open gas station?
2. (Leave, Let) Joan tell us about her vacation trip.
3. We will (lay, lie) the Persian rug on the dining room floor.
4. The big bully wouldn't (let, leave) the small boy alone.
5. Charlotte can (learn, teach) us how to use this computer.
6. The flood water is (raising, rising) above the river bank.
7. Please (raise, rise) your hand if you know the answer.
8. The cat (lies, lays) in the sun every afternoon.
9. Don't (raise, rise) until the flag passes by.
10. We (set, sat) on the front steps and watched the people walking past.
11. Mr. Murray is (teaching, learning) us how to pitch a tent.
12. (May, Can) I use your binoculars?

Imagine that you are a stunt man or woman in Hollywood. You have just finished filming a dangerous scene. Write a letter to your best friend explaining what you did in the scene. Be sure to use plenty of action verbs. Underline each verb in your paragraph. Check to see that all of your verbs are in the past tense.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

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Review: Verbs for Writing Power

Finding Main Verbs and Helping Verbs Underline the complete verb in each sentence. Remember that the main verb and its helping verbs may be separated by other parts of the sentence.

1. Have you read many books by Beverly Cleary?
2. The auditorium will need new curtains next fall.
3. Fog is a cloud near the ground.
4. The program has just begun.
5. Why did you call 911?

Identifying Action Verbs, Linking Verbs, and Direct Objects Draw one line under the verbs. On the blank line, tell whether the verb is an *action* or a *linking* verb. Draw two lines under any direct objects that you find.

1. Cheryl mowed the lawn this afternoon. _____
2. The man in the first row is my dentist. _____
3. During the first song, the audience was quiet. _____
4. Have you ever cooked trout over a campfire? _____
5. My aunt is running for the office of mayor. _____

Using Verbs Correctly Underline the correct word in parentheses.

1. (Let, Leave) me bring my friend with me.
2. (Lie, Lay) the packages on the kitchen table.
3. (Can, May) I go to the pool, too?
4. Shall we (let, leave) the younger children join us?
5. I prefer to (set, sit) in the balcony.
6. Our dog (lies, lays) under the couch.
7. The temperature is (raising, rising).
8. (Learn, Teach) us how to saddle a horse.
9. The umbrella is (sitting, setting) in the hallway.
10. Litter was (lying, laying) all over the road.

What Is a Paragraph?

A **paragraph** is a group of sentences that tells about one main idea. All of the sentences in a paragraph work together to tell about the main idea. The first sentence in a paragraph is always indented.

Studying Paragraphs Read the following paragraphs. Then answer the questions that follow.

Last spring, many brilliant flowers bloomed in the desert. The flowers transformed the desert into a blanket of colors. Red flowers on the cactuses stretched for miles. Yellow and green plants blossomed all the way to the mountains.

1. What is the main idea of this paragraph? Write it in your own words.

2. What other ideas in the paragraph support or tell about the main idea? Write three of these supporting ideas on the lines below.

The feathertail, which is thought to be the earliest ancestor of the monkey tribe, is a peculiar little beast. It spends its days sleeping and its nights prowling. It has pop eyes that look straight ahead and hands that are shaped like a human's. At this time, feathertails still exist on the island of Borneo. Feather-like fringes of white hair grow near the end of its tail.

1. Write the main idea of this paragraph.

2. Which sentences support the main idea? Write them below.

3. What sentence does not tell about the main idea? Write it below.

Good Topic Sentences (I)

The topic sentence states the main idea of the paragraph. It should also catch the attention of the reader. Usually the topic sentence is the first sentence in a paragraph.

Read the following paragraph. The topic sentence is in italics.

I dreamed that I was flying through space. At first, everything was dark. Then I sailed through bright points of light, the planets. I kept flying farther and farther into outer space. Finally, I floated through the Milky Way in my dream.

Notice that the topic sentence in the paragraph presents the main idea and interests the reader.

Choosing Topic Sentences Read each of the following sentences. Put a check (✓) in front of each sentence that would make a good topic sentence.

- _____ 1. I was sure the castle held secrets not meant for anyone to know.
- _____ 2. I enjoy living in a large city.
- _____ 3. Disney World is fun.
- _____ 4. You can grow vegetables even if you live in an apartment.
- _____ 5. An ant farm is like a miniature city.

Writing Topic Sentences Read each paragraph below. Then write an interesting topic sentence for each paragraph on the line provided.

1. _____ First of all, I broke my shoestring when I was getting dressed. As I got my bike out of the garage, I noticed the front tire was flat so I had to walk. I finally got to school just in time. Then I realized that my homework papers were still sitting on my desk at home.
2. _____ Ostriches stand nine feet tall, as high as many ceilings. These birds weigh up to 345 pounds, which is a little more than a Shetland pony. One ostrich egg is equal to a dozen hen eggs. Although they don't fly, these huge birds take strides as long as 25 feet.
3. _____ Into the wash basket went the week's worth of dirty socks, T-shirts, and other odds and ends. Then I picked up the assorted candy wrappers and various pieces of crumpled paper that had somehow gotten under my bed. Last of all, I dusted the furniture and vacuumed the rug.

Good Topic Sentences (II)

You have learned that a topic sentence states the main idea of a paragraph. Be sure that the idea expressed by the topic sentence can be covered in one paragraph. You may need to narrow a topic sentence that is too general or develop a topic sentence that is too limited. Look at this topic sentence.

Pollution is a major problem.

The topic of pollution cannot be covered in one paragraph. Asking some questions can help the writer narrow this topic sentence. *What kind* of pollution? *Why* is it a problem? *Where* is pollution a problem? Such questioning can lead to a topic sentence that can be discussed in a paragraph.

Air pollution is destroying the palm trees of Miami.

Think of the topic sentence as an umbrella. It is one sentence that covers all the other sentences in the paragraph.

Improving Topic Sentences All of the topic sentences below are too general. Rewrite each so that it clearly states a topic that can be covered in one paragraph. Be sure the topic sentence interests the reader. Use the questions in the parentheses to improve the sentence.

1. The experiment failed. (*What* experiment? *Why* did it fail?)

2. The class trip was good. (*Where* was the trip? *What* happened that was good?)

3. I heard a scary noise. (*What kind of* noise? *Where* did you hear it?)

4. I got into trouble. (*What* did you do?)

5. I listen to music sometimes. (*What kind of* music? *When*?)

6. Certain foods are bad for your teeth. (*What* food? *How* does the food hurt your teeth?)

Review: Learning About Paragraphs

Studying Paragraphs Use these two paragraphs to answer the questions below.

- A. You should have plenty of light when you read. If you don't, you have to strain hard to see the words. Straining your eyes can damage your vision. I often read mystery stories at night.
- B. A tortilla can be used as a shell for a meat and vegetable filling. Then it becomes a *taco*. It can be spread with the same filling, rolled up, and served with a sauce. Then it becomes an *enchilada*. When it is served flat with a bean, meat, or cheese topping, it becomes a *tostada*. However it is served, it is very good eating.

1. What is the main idea of paragraph A?

2. What is the main idea of paragraph B?

3. Which paragraph does not have a topic sentence?

4. Write a topic sentence for the paragraph that does not have one.

5. Which paragraph has a sentence that does not tell about the main idea? ____ Write the sentence.

Prewriting: Ways To Find Ideas

Interesting ideas to write about can come from many places. The best sources of writing ideas may be your own experiences and the subjects you already know about.

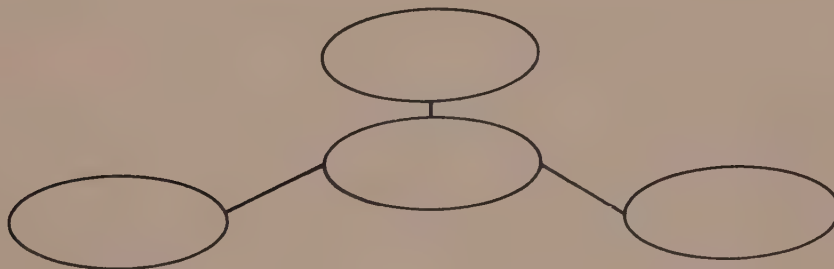
Here are some methods you can use to discover ideas.

1. **Journal writing** Keep a daily diary or journal. Record everyday happenings as well as your thoughts and ideas.
2. **Brainstorming** Start with a general idea and let your mind wander to as many related ideas as you can think of. Use clustering charts and diagrams to record ideas.
3. **Discussion and Interviews** Talk with others. See what they are thinking.
4. **Reading and Research** Look at books, magazines, newspapers, and reference materials.
5. **Observing** Notice what goes on around you. Record interesting ideas in your journal.
6. **Questioning** Ask yourself questions about interesting topics.

Using Clustering To Find Ideas Use the chart below to experiment with this method of recording writing ideas. First, choose one of the following subjects.

scary experiences	sports	hobbies	books
interesting people	animals	restaurants	awards
holiday memories	music	nature	vacations

Write the subject you have chosen in the middle circle below. In the other circles, write three words or phrases that you associate with the circled word. Branch out from the circles in a similar way. When you have filled the page, study your ideas. Choose three possible writing topics. List your ideas on the lines below.



Possible Topics

1. _____
2. _____
3. _____

Prewriting: Choosing and Limiting a Topic

Once you have thought about an idea you are interested in, you need to decide what specific part of that subject interests you the most. This is called limiting a topic. Subjects of reports and subjects based on personal experience need to be narrowed to be covered adequately in short compositions. For instance, you could not write about the whole history of France in a composition.

One way to limit a topic is to ask yourself the following questions. *Who? What? When? Where? Why? and How?* Answering just one or two of these questions will help you make your topic more specific.

Choosing a Topic In each set below, draw a line under the number of the subject that has been narrowed enough to be covered in a composition.

- | | |
|-------------------------------|--|
| 1. Music | 1. Cameras |
| 2. My jazz record collection | 2. Photography |
| 3. The history of jazz | 3. How to develop a black-and-white photograph |
| 4. Musical instruments | 4. Color film |
| 1. Team games | 1. Grandparents |
| 2. Soccer | 2. Relatives |
| 3. Positions on a soccer team | 3. My family tree |
| 4. Sports | 4. The day my grandfather built a fort with me |

Limiting a Topic Choose three subjects from the list on page 45. Limit each subject so that it is narrow enough to be covered in a single paragraph. One of these subjects will become the topic of your own composition.

1. General Subject _____

Limited Topic _____

2. General Subject _____

Limited Topic _____

3. General Subject _____

Limited Topic _____

Prewriting: Developing a Topic

After you have limited your topic, you must develop it. The first step in developing a topic is to gather information that supports or explains your topic.

The type of information you will need to gather will depend on your purpose or reason for writing. The following will help you decide what kind of information you need.

Sensory details appeal to the five senses of sight, sound, smell, touch, and taste. Use sensory details to describe a cookout or a visit to the dentist's office.

Stories or anecdotes tell about real or imaginary experiences. You might use a story or an anecdote to tell about learning to ride a bike.

Examples help to develop a general idea. You might use examples to tell what foods are high in nutritional value.

Facts and statistics can be proven true. Use them to support an opinion or add important information. Facts and figures might help you prove that students' TV viewing time should be limited.

Reasons can help you tell why your main idea is true. For example, you might give reasons to support your belief that homework should not be given on weekends.

Choosing Details In the space provided, write the kind of details you would use to develop each topic below.

1. Why Our School Needs a Student Council _____

2. Things To Do on a Rainy Day _____

3. Boris Becker's Success _____

4. The Day the Hamsters Got Loose _____

5. A Visit to the Ape House at the Zoo _____

Developing Details Choose one of the three topics you limited on page 46. On a separate piece of paper, gather information and develop the details for your topic. Remember to choose details that fit your purpose or reason for writing.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Drafting

Drafting is the process of putting the information from your notes into sentences and paragraphs. Use your writing plan as a guide. Begin with your topic sentence and then develop your details in the order that you want to present them.

Drafting can be done in many ways. Some people begin writing their ideas on paper and do not stop until they have everything written. Others write a few sentences and then rework what they have written before they go on. Still others combine these two methods. Try various ways of drafting and then **choose a drafting style that is comfortable for you.**

As you draft, your writing plan can help you decide **when to begin a new paragraph.** Study your details to see how many main ideas you have. Remember that a paragraph should have only one main idea and details that are closely related to one another. Each main idea in your writing plan may form a paragraph in your composition. Group together and organize the details that tell about each main idea. When you change ideas, offer new reasons, or move on to a new stage in a process, and begin a new paragraph.

Deciding When To Begin New Paragraphs Read the composition below. Insert the proofreading symbol ¶ to show where each new paragraph should begin.

Over half of our states owe their names to the Indians. Often, the pronunciation is different in English and sometimes the meaning of a name is uncertain. *Wyoming*, for example, was *Mauwauwaming* originally and the meaning is unknown. Other state names are taken from the names of Indian tribes, such as *Illinois*, *Iowa*, and *Utah*. The Indians contributed not only to the naming of states but also to the naming of rivers, lakes, and cities. *Mississippi* comes from two Algonquian words meaning *great* and *water*. *Okeechobee* is a Seminole word that names a lake, county, and town in central Florida. Many of the names given to us by the Indians are very difficult to pronounce. In Maine, it is said that people refuse to fish in Lake Chemquasabamticook. The lake's name is such a jawbreaker it is too difficult to say where the big one got away.

Choosing a Drafting Style Follow the writing plan that you developed on page 48. Use one of the drafting styles discussed in this lesson to write a draft of a paragraph on your chosen topic. Keep the other drafting methods in mind. Experiment with another drafting style in your next writing assignment.

Revising and Proofreading

After you have written your draft, you will want to try to improve your writing. When you **revise**, you make improvements in your writing. Use these guidelines to revise and proofread your writing.

Guidelines for Revising and Proofreading

1. Does the paragraph begin with an interesting topic sentence? Do all the sentences tell about the main idea?
2. Are the details specific? Should any details be left out or added?
3. Are the details arranged in the best possible order?
4. Have you accomplished your purpose?
5. Does the language suit the audience?

When you have revised your writing, check for errors in grammar, capitalization, and punctuation. This checking is called **proofreading**. Use the following proofreading symbols to correct your draft.

Revising and Proofreading Symbols

^ Add letters ^{or} words	— Take out out letters or words
o Add a period	¶ Begin a new paragraph
≡ capitalize a letter	^ Add a comma when needed
/ Make a Capital letter lowercase	~ Trade the position of letters or words

Using Revising and Proofreading Symbols Read the passage below. Mark the passage using the symbols above to show what changes should be made.

An allosaurus really looked like somebody's bad dream. allosaurus is a kind of meat-eating dinosaur that about 180 milloin years ago This Dinosaur was nearly as long as too cars parked one behind the other. it had great gaping jaws, and teeth like daggers.

Revising Your Writing Use the guidelines and symbols above to revise the paragraph you have been developing. When you are satisfied with your work, make a neat final copy and share it with your classmates.

Review: Choosing a Process for Writing

Limiting a Topic Choose two subjects from the list below. Limit each subject so that it can be covered well in a single paragraph.

- | | | |
|-------------|--------------------|-------------------|
| Fish | Ways To Earn Money | Transportation |
| Friendships | Games | Foreign Countries |

1. General Subject _____ 2. General Subject _____

Limited Topic _____ Limited Topic _____

Organizing Details Arrange the details below in a logical way. Number the details on the blanks before each detail. On the line at the end of the list, tell whether you have used *chronological order*, *spatial order*, or *order of importance*. Then write a good topic sentence for these details.

- | | |
|--|----------------------------|
| _____ Gathered twigs and branches | _____ Filled pit with wood |
| _____ Doused fire with water and sand | _____ Dug pit |
| _____ Cooked hot dogs and roasted marshmallows | _____ Lit fire |

Organization: _____

Topic sentence: _____

Revising and Proofreading Study the following paragraph. It has already been revised and proofread. Try to decide what the writer wants changed. Then, on a separate sheet of paper, rewrite the paragraph according to the writer's revising notes.

There are three kinds of matter. Start with some ice ice is a solid.
 It has weight it takes up space and it has a shape of its own. Let the
 Ice melt. It will change to water. Water is a liquid. It has still weight and
 it still has space, but it no longer has a shape of its own. Heat the
 water to a boil it will change to steam. Steam is a gas. It still has
 wieght and takes up space, but now it has no shape at all! This
 experiment shows that matter can change its form. Can you form your
 own definitions of the three kinds of matter?

Managing Assignments

To complete any assignment successfully, you must first understand exactly what you are expected to do. You must be able to answer four key questions.

1. *What type of assignment is it?* Are you being asked to read, to answer questions, to write a paragraph, or to build a model?
2. *What should the final product be?* Should it be a written report, a skit, or a set of answers?
3. *What materials are needed?* Do you need textbooks, tools, or art supplies?
4. *When is the assignment due?* Is the work due right away? Do you have time to complete it in stages?

To record an assignment, write it immediately in a special section of your notebook or in an assignment book. List *the subject or class, the exact assignment, the date the assignment is given, and the date the assignment is due.*

Understanding and Recording Assignments Imagine that your teacher gives you the following assignment. Read it carefully. Then complete Exercises A and B.

"Today in science class you studied some of the differences between fresh foods and prepared foods. For homework, find ten samples of prepared or packaged foods. Write the name and brand of each product and list its first three ingredients. You can find a list of the ingredients somewhere on the package. Today is Monday. Have this assignment completed by Wednesday."

- A.** For this assignment, use a separate sheet of paper and answer the four questions at the top of the page.
- B.** Here is a sample page from an assignment notebook. Record the important facts from the assignment.

SUBJECT	ASSIGNMENT	DATE GIVEN	DATE DUE

Making a Study Plan

Recording an assignment accurately is just one part of studying well. There are also other steps you can take to be sure that you get the most out of your study time.

The first step in *planning* your study time is to set short-term and long-term goals. **Short-term goals** are assignments that can be completed in one day. Set aside a block of time each day for these assignments.

Long-term goals are projects that cannot be completed overnight. You must divide the work into smaller tasks and then develop a study plan for completing them.

A **study plan** is a tool for showing when you will work on tasks in a project. It should also show when you will do your usual chores and daily activities. Suppose you have one week to do a report on wild animals of Australia. You might divide the assignment into these tasks:

1. Go to the library and find books.
2. Take notes.
3. Organize the notes.
4. Write the first draft of the report.
5. Revise the first draft.
6. Make a clean copy.

Making a Study Plan Now fit the tasks above into a study plan. Use the calendar below to schedule blocks of time for the wild animal assignment. Write what you will do every day.

Imagine that you also have the following responsibilities. Include them in your study plan.

Every evening: Do homework; practice piano

After school on Wednesday: Scout meeting

Saturday morning: Piano lessons; go to Randy's house

Sunday afternoon: Dad's birthday party

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY

Skimming and Scanning

Skimming and scanning are two types of fast reading that help you gather information quickly.

Use **skimming** to get a general idea of what a book, chapter, or article is about. When you skim, let your eyes travel quickly down the page. Do not read every word. Pay special attention to titles, headings, topic sentences, key words, pictures, and captions.

Use **scanning** to find specific information. When you scan, glance quickly down the page until you notice key words and phrases that show you are near the information you need. Then slow down and read more carefully.

Using Skimming Skim the article at the bottom of the page. Then on a separate sheet of paper, write answers for the following questions.

1. What is the article about?
2. What kinds of paint will you be reading about?

Using Scanning Scan the article at the bottom of the page for the answers to the following questions. Write the answers on a separate sheet of paper.

1. What is a vehicle?
2. What kind of oil is used in oil paint?
3. What kind of paint lasts longer than most paints?

Paint

The color in paint is due to *pigment*, which is a dry colored powder that is mixed with a liquid. The liquid is called a *vehicle*. Paint is used to color and/or protect a surface.

Kinds of paint Paints vary according to the type of vehicle used.

Water paints have a cake-like pigment suspended in water. Sometimes, a glue or paste is added to help the pigment stick to the surface. Such paints include: casein, whitewash, and calcimine. Latex paint uses water to separate particles of latex rubber. As the water evaporates, particles stick together to the painted surface.

Oil paints contain pigment suspended in oil. Often, the oil from the seed of the flax plant, linseed oil, is used. The oil produces a waterproof surface and holds the pigment particles together.

Enamels use varnish as a vehicle. The varnish produces a finish that is highly scratch resistant. Enamels are also used when a shiny surface is desired. Enamels last longer than most other paints.

Using the SQ3R Method

SQ3R is a study method that will help you read and study written information.

- | | |
|-----------------|--|
| Survey | Skim the material to get a general idea of the contents. Read the titles, subtitles, introduction, and final paragraphs. Look at the illustrations. Read the captions. |
| Question | Think of questions you should be able to answer when you are finished reading. Read any questions at the end of a chapter. |
| Read | Read the material thoughtfully. Identify the main ideas in each section. Look up any unfamiliar words in a dictionary. |
| Record | In your own words, write answers to the questions you found earlier. |
| Review | Every few days, look over and review the material you have studied. |

Using SQ3R Use the SQ3R method to study the following article. First, survey the article. Write two study questions you should be able to answer after you have finished reading. Then read carefully, and write the answers to your questions.

Write your questions and answers on the lines below.

The White House

The White House is the official residence of the President of the United States. This American landmark is on an eighteen-acre plot of land at 1600 Pennsylvania Avenue, N.W., in Washington, D.C. It has gone through many changes throughout its history.

Previous Names When you view the White House, it is easy to see how it got its name. However, the name of the building has been changed many times. At one time it was called the President's House and the President's Mansion. In President Madison's time, it was called the Executive Mansion. Finally, it was Theodore Roosevelt who officially adopted the name *White House* in 1902.

Question 1: _____

Answer 1: _____

Question 2: _____

Answer 2: _____

Using the Parts of a Book

Nonfiction books are useful when you are gathering information on a special topic. You can find out if a certain book will help you by checking its table of contents and its index.

You will find a **table of contents** at the front of most nonfiction books. It lists the title of each chapter in the book and the page on which it begins.

At the back of most nonfiction books, you will find an **index**. Every important topic that is discussed in the book is listed in alphabetical order in the index. Each topic is followed by the numbers of the pages on which it is discussed.

The index is a good place to look for specific terms. Look for broader topics in the table of contents.

Another useful part of some nonfiction books is a glossary. A **glossary** lists difficult words in alphabetical order, and defines them according to the way they are used in the field discussed in that book.

Using the Table of Contents Look for each of these topics in the table of contents of this book. Write the title of the chapter and the page or pages where each topic is discussed.

TOPIC	CHAPTER	PAGE NUMBER(S)
1. Proper Nouns	_____	_____
2. A Thesaurus	_____	_____
3. Addressing Envelopes	_____	_____
4. The Comma	_____	_____

Using an Index Look in the index of one of your textbooks. Write down three specific topics found in the index. List the page number or numbers shown for each topic.

TOPIC	PAGE NUMBER(S) LISTED
1. _____	_____
2. _____	_____
3. _____	_____

Using a Glossary Find a book that contains a glossary. Write two terms from the glossary and the definitions for each term. List the title of the book you used.

1. _____
2. _____

Understanding Study Skills Answer the following questions.

1. What four key questions should you be able to answer before you complete an assignment?

2. Briefly explain what is included in a study plan.

Using the Parts of a Book Answer the following questions.

1. What part of a nonfiction book would you use to find the definitions of difficult words?

2. In what part of a book would you look to find the page number of a *specific topic* in the book?

3. In which part of a book would you find the titles of chapters and page numbers?

Using the SQ3R Study Method Use the SQ3R method to study the following article. Make up three questions about the article. Then read the article carefully. Write your questions and answers on a separate sheet of paper.

Eels

Eels are a group of small thin fish that have soft fins. Eels usually do not have the scaly covering of fish. Most eels live in salt water.

American eels rarely exceed three feet in length. The female swims to fresh water to lay her eggs. The male stays behind in salt water.

The **moray** is a marine eel that lives in the tropics among the coral reefs. It often viciously attacks larger animals with its sharp teeth.

The **snake** eel is the only finless fish that has been discovered.

The **European** eel is prized for food, while the American eel is much less in demand for human consumption.

Several fish are wrongly called eels because they do not truly belong to the eel family. These include the electric eel, the lamprey, and the vinegar eel.

Using Context Clues: Definition and Restatement

In your reading, you may come across unfamiliar words. You can sometimes use the words and sentences around the unfamiliar word to help you figure out its meaning. The words and sentences around a particular word are called its **context**.

Writers sometimes include a **definition** of a word in a sentence. Other times, writers will indirectly tell you the meaning of a word in a **restatement**. The following key words and punctuation marks signal definition and restatement clues.

also called	in other words	that is
also known as	or	which is
dashes	commas	parentheses

Here are two examples of context clues.

Our British cousin is a *constable*—a police officer.

Mahogany, which is a reddish-brown wood, is used to make fine furniture.

Finding a Definition or Restatement in Context Each of these sentences includes a definition or restatement of the underlined word or words. Write the meaning of the word. Then draw two lines under the key that helped you find the definition or restatement.

EXAMPLE: These wild mushrooms are inedible.

That is, they are not fit to be eaten.

not fit to be eaten

1. Mucilage, also known as glue, is useful in art class.

2. Doreen is a gregarious person. That is, she is very sociable and fond of company.

3. Dr. Katz claims to have prescience, which is a knowledge of things before they exist or happen.

4. Nancy was preoccupied—completely absorbed in thought—and did not hear the bell ring.

5. Helga folded back the coverlet, or bedspread.

6. After vacation, the class seemed to retrogress. In other words, the class seemed to go backward.

Using Context Clues: Example

Writers may use an **example** in a sentence to help explain an unfamiliar word. The following words signal examples as context clues.

and other	for example	like
especially	for instance	such as

The sentences below use examples in context to explain the meanings of the underlined words. Notice how key words are used.

A thesaurus *and other* special dictionaries can help you expand your vocabulary.

A mathematician uses special instruments, *such as* a protractor and a compass.

Succulent plants, *especially* cactus, do well in dry climates.

Finding Examples in Context The sentences below each contain an example clue that helps to explain the meaning of the underlined word. Write a definition for the underlined word. Then draw two lines under key words that signal the example. Use a dictionary to check your definitions.

1. Angoras and other fluffy, long-haired cats make Oscar sneeze.

2. The music of Appalachia has its own special instruments, especially the dulcimer.

3. Rodents, such as mice, squirrels, and beavers, are known for their ability to gnaw.

4. Mrs. Goldman cooks many Jewish foods—potato and noodle kugel, for example.

5. Felines, like the tabby cat and Siamese, are popular house pets.

6. Many aquatic birds, like the penguin, spend much of their time in the water.

7. Retrievers and other hunting dogs are born with keen instincts.

8. The cornea and other parts of the eye can be scratched by contact lenses.

Using Words Parts: Base Words

Many words are made up of several parts. Often, there is a **base word**, or main word. One or more word parts may be added to the beginning or end of the base word. Sometimes, you can figure out the meaning of an unfamiliar word by studying its parts.

BEGINNING	BASE WORD	ENDING	NEW WORD
re	infect		reinfect
	defense	less	defenseless
dis	taste	ful	distasteful

Many words with different meanings can have the same base word. Notice how the same base word is used in these examples.

BASE WORD: play

replay

playful

unplayable

Finding Base Words Find the base word in each of the following words. Then write the base word on the blank. Use a dictionary if you need to.

- | | | | |
|-----------------|-------|------------------|-------|
| 1. rewrap | _____ | 6. independent | _____ |
| 2. misspell | _____ | 7. glamorous | _____ |
| 3. unnoticeable | _____ | 8. unthoughtful | _____ |
| 4. misjudge | _____ | 9. mismanagement | _____ |
| 5. joyous | _____ | 10. unbelievable | _____ |

Using Base Words Fill in the blanks, using the base words listed below. Look carefully at the beginning or ending included in the sentence.

hope necessary use change cook

- It is un _____ to recopy your report.
- If you pre _____ the pizza, you can warm it up in the microwave.
- The position of the antennas is _____ able.
- Gloria was _____ ful when she saw her name on the list of finalists.
- It was _____ less to try to rake the leaves in the strong wind.

Using Word Parts: Prefixes

A **prefix** is a word part added to the beginning of a base word. A prefix changes the meaning of the base word. The prefix plus the base word makes a new word. Look at this example.

PREFIX		BASE WORD		NEW WORD
non	+	swimmer	=	nonswimmer

The prefix *non-* always means “not.”

Here are five more prefixes that are often used in English.

im-, in-	These prefixes mean “not.” <i>Improper</i> means “not proper.” <i>Inexpensive</i> means “not expensive.”
mis-	This prefix means “wrong” or “wrongly.” To <i>mispronounce</i> is to give the wrong pronunciation.
pre-	This prefix means “before.” <i>Prewash</i> means “to wash before.”
re-	This prefix can mean “back” or “again.” <i>Return</i> means “to turn back.” <i>Repave</i> means “to pave again.”
un-	This prefix means “not.” <i>Unsure</i> means “not sure.” This prefix may also mean “the opposite of.” <i>Unfold</i> is the opposite of <i>fold</i> . Therefore, it means “to spread or open out.”

Sometimes a word looks as if it has a prefix but it really does not. For example, the letters *re* are not a prefix in *region*. That is because *gion* is not a base word.

Finding Prefixes Each sentence has a word with a prefix. Draw one line under each base word and two lines under each prefix. Write what that word means.

1. Can you untie the knot in your shoelaces?

2. An editor rewrote most of the reporter's headlines.

3. It is impractical to take a picnic lunch on a long walk.

4. Don't presuppose that reading Shakespeare is too difficult for sixth graders.

5. Every time I fold laundry, I mismatch the socks.

Using Word Parts: Suffixes

A **suffix** is a word part added at the end of a base word. Like a prefix, a suffix also changes the meaning of the base word. The base word with the suffix added creates a new word. Look at this example.

BASE WORD		SUFFIX		NEW WORD
danger	+	ous	=	dangerous

The suffix **-ous** means “full of” or “having.” A *dangerous* journey is full of dangers.

Sometimes when a suffix is added to a base word, the spelling of the base word changes. Look at this example.

believe + able = believable

Here are four common suffixes and their meanings.

-able, -ible	These suffixes can have two meanings. They can mean “can be.” A <i>changeable</i> forecast can be changed. The suffixes can also mean “having this feature.” A <i>freezable</i> food can be frozen.
-er, -or	These suffixes mean “a person or thing that does something.” A <i>driver</i> drives and a <i>collector</i> collects. The suffix -er may also mean “more.” <i>Faster</i> means “more fast.”
-ful	This suffix has two meanings. It can mean “full of.” A <i>spoonful</i> of sugar means a spoon that is full of sugar. The suffix can also mean “having.” A <i>thankful</i> person is one who expresses thanks.
-less	This suffix means “without.” A <i>fearless</i> person is one who is without fear.

Finding Suffixes After each word, write the base word and the suffix that was added to it. Then write the meaning of each word.

	BASE WORD	SUFFIX
1. poisonous	_____	_____
2. hopeless	_____	_____
3. respectable	_____	_____
4. glorious	_____	_____
5. writer	_____	_____
6. tuneful	_____	_____
7. visitor	_____	_____

Mixed Practice: Building Your Vocabulary

Using Context Clues On the line below each sentence, write a definition for the underlined word. Use context clues (definition, restatement, and example) to help you determine the meaning.

1. Eric is a numismatist, or coin collector.

2. Frigates and other warships were often painted a dull grey.

3. The important letter was purloined—stolen.

4. A picture of a conch, which is a spiral shell, decorates the cover of the book.

5. Ketchup, mustard, and other condiments often make up for tasteless meat.

Adding Prefixes and Suffixes to Base Words Find the word that is underlined in the first sentence. In the second sentence of each pair, write that word on the line, but add both a prefix and suffix.

Prefixes: *im-, mis-, non-, un-*

Suffixes: *-able, -er, -ous*

1. No one could think of a crime so awful.

The crime was so awful it was _____.

2. Because of snow, no one could pass the intersection.

The intersection was totally _____.

3. Many people thought the *Titanic* could not sink.

It was advertised as _____.

4. There is no poison in this substance.

The substance is _____.

5. Some campers do not carefully use park areas.

Those campers are _____ of our natural resources.

Using Vocabulary Skills in Writing

You are a scientist who has just discovered a remarkable potion. Write a news report for a television station about your new discovery. Make up at least three new words in which you name your potion and explain its benefits. Be sure to include context clues that explain the meaning of each new word.

Review: Building Your Vocabulary

Using Context Clues Find the meaning of each underlined word in these sentences. On the line below the sentence, write a definition for the underlined word. Use a dictionary to check your definitions.

EXAMPLE: My uncle has insomnia, a condition which makes it difficult to sleep.

difficulty sleeping

1. The bite of a black widow spider is not always fatal; that is, it does not always result in death.

2. Certain sugars, such as fructose, occur naturally in fruit and honey.

3. Tiny Tim's family was indigent (poor) but proud.

4. Placid, or peaceful, locations become fewer and fewer as cities grow.

5. Tabitha looked for an omen—a sign—of danger in the message.

Forming New Words Fill in the blank in each sentence with a word you form. Form the word by using a base word from the list and a prefix, a suffix, or both.

BASE WORDS	PREFIXES	SUFFIXES
thought	im-, in-	-able, -ible
familiar	mis-	-er, -or
managed	non-	-ful
care	pre-	-less
paid	re-	-ous
	un-	

1. You must be more _____ when handling the baby chicks.
2. Scout camps require a _____ deposit of \$25.00 before camp starts.
3. The treasurer _____ our funds and left us owing money.
4. Jerry is _____ with the school rules since he just moved here.
5. It was _____ to forget Dad's birthday.

Locating the Word You Need

A **dictionary** is a reference book that lists words and gives the meanings, pronunciation, and history of each word. Words in a dictionary are listed in **alphabetical order** from a to z. If two words begin with the same letter, then they are alphabetized by the second letter. If the second letters are also the same, the words are alphabetized by the third letter. This process can continue to the fourth and fifth letters and beyond.

Listing Words in Alphabetical Order Rewrite the words in each column in alphabetical order.

1	2
snip _____	dentist _____
sneeze _____	Detroit _____
grape _____	bring _____
exercise _____	Denver _____
banjo _____	brought _____

Adding Words to a List The following columns of words are in alphabetical order. Insert the additional words below in the correct place. Rewrite each new column on the lines provided.

Words To Add

1. danger, daffodil, down, distribute
2. plain, plank, parrot, particle

1	2
dairy _____	person _____
delicious _____	plant _____
doctor _____	prefix _____
dove _____	puff _____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Using Guide Words

At the top of each page of a dictionary, you will find two words printed in heavy black type. These words are called **guide words**. Guide words help you to find words in a dictionary.

The guide word on the left-hand side of the page tells you the first word listed on that page. The guide word on the right-hand side of the page tells you the last word on the page. Other words on the page are listed in alphabetical order between the guide words.

Guide Words	doorknob—dose	
Some words		
found on		
that page:	doormat	dorsal fin
	doormouse	dosage

Using Guide Words List the following words in alphabetical order under the correct set of guide words.

ham	drop	drip	drive	halo
drum	hamster	hamper	halt	drizzle

DRILL**DRY****HALL****HAND**

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

Finding Words in the Dictionary Find the following words in your dictionary. Then copy the guide words from the page where you found each word.

1. bugle _____
2. chess _____
3. green _____
4. loyal _____
5. retire _____

The Parts of a Dictionary Entry

The information a dictionary gives about a word is called the **entry**. In order to find the information you want about a word, you have to understand the parts of the entry. Look at the information in each of these parts.

1. **Entry word** Usually the word is divided into syllables.
2. **Pronunciation** The word is respelled in parentheses to show the pronunciation.
3. **Part of speech** Most dictionaries use abbreviations such as *n.* for noun, *v.* for verb, and *adj.* for adjective to identify the parts of speech of a word. Some words may be used as more than one part of speech.
4. **Word origin** This is printed in brackets []. It tells what language first used the word and how the original word was spelled. For example, *OE* means the word was first used in Old English.
5. **Definition** The definition explains the meaning of the word. Many words have more than one definition.
6. **Synonyms** Some entries include synonyms at the end of an entry. These words have nearly the same meaning as the entry word. Sometimes an antonym, or word with the opposite meaning is given.

Here is a partial dictionary entry for the word *new* taken from *Webster's New World Dictionary of the American Language, Student Edition*.

new (nōō, nyōō) *adj.* [OE. *niwe*, new] 1. appearing, thought of, developed, discovered, made, etc. for the first time [a *new* song; a *new* plan; a *new* star] 2. a) different [her *new* hairdo] b) strange; unfamiliar [languages *new* to one] 3. not yet familiar or accustomed [*new* to the job] 4. designating the more recent or most recent one [Tom is the *new* president of our club] 5. recently grown; fresh [*new* potatoes] 6. not previously used or worn [*new* and used cars] 7. modern; recent; fashionable [the *newest* style in shoes]

SYN.—**fresh** is used of something so new that it still has its original appearance, quality, strength, etc. [*fresh* eggs; a *fresh* start]; **novel** implies a newness that is very strange or unusual [a *novel* idea, combination, etc.]; **original** is used of that which not only is new but is also the first of its kind [an *original* plan, melody, etc.]—**ANT.** **old**

Finding the Parts of the Entry Use the entry above to answer the following questions.

1. Write the part of the entry that tells how *new* is pronounced. _____
2. What part of speech is *new*? _____
3. List two synonyms for *new*. _____
4. Which synonym means "the first of its kind"? _____
5. Write the part of the entry that gives the origin of the word *new*. _____
6. Write the number of the definition that means "strange." _____

Multiple Meanings of a Word

The largest part of the dictionary entry is the definition. The definition explains what a word means. Most words have more than one meaning, and the dictionary entry will list all the meanings of a word. Here is the dictionary entry for *block*, taken from *Webster's New World Dictionary of the American Language, Student Edition*.

block (blāk) *n.* [< MDu. or OFr. < LowG. *block*: see BLOC] 1. any large, solid piece of wood, stone, or metal, often with flat surfaces 2. a block-like stand on which chopping, etc. is done [a butcher's *block*] *3. an auctioneer's platform 4. a mold upon which hats, etc. are shaped 5. an obstruction or hindrance 6. an interruption of a normal body function [a nerve *block*] 7. a pulley in a frame 8. a large, hollow building brick 9. a child's wooden or plastic toy brick *10. a group of buildings—*vt.* 1. to hinder passage or progress in; obstruct [grease *blocked* the drain] 2. to stand in the way of [you're *blocking* my vision] 3. to shape or mold on a block [to *block* a hat] 4. to strengthen or support with blocks 5. to sketch with little detail (often with *out*) 6. *Med.* to deaden (a nerve), esp. by anesthesia 7. *Sports* to hinder (an opponent or his play)—*vi.* to have a mental block (*on*)—see **SYN.** at **HINDER**¹—***on the block** up for sale or auction—**block'age**, *n.*—**block'er** *n.*

Finding the Meanings of Words Use the above dictionary entry for *block*.

Write the part of speech and the definition that fits the underlined word in each of the following sentences.

1. The kids on my block go to the same school.

2. Karen blocked six shots in one basketball game.

3. Try not to block the halls after school.

4. Geneva carved the block of wood into a beautiful statue.

5. I blocked the sweater to its original shape after I washed it.

6. The house was built on concrete blocks.

7. The waiter carved the roast beef on the block.

Using a Thesaurus

A **thesaurus** is a reference book that lists synonyms and antonyms for commonly used words. A thesaurus can help a writer find lively, specific words to replace overused words.

Some thesauri are arranged alphabetically. Others have an index you must use to locate a word. After you locate a synonym or antonym in a thesaurus, check a dictionary to make sure you are using the new word correctly.

EXPLAIN

To *explain* means “to make understandable.” ► Can you explain this math problem?

clarify *Clarify* means “to make clear.” Use it to emphasize that something was “foggy” or murky before it was explained. ► Jack clarified the reasons for his disappearance.

demonstrate When explaining includes showing how something works or why something is so, use *demonstrate*. ► Phyllis demonstrated how locks in a canal work.

describe *Describe* emphasizes giving a picture in words. ► Please describe the countryside in Scotland.

interpret Use *interpret* to stress putting something in other words to explain it. ► Jack interpreted Professor Held’s theories for us.

Choosing the Right Word Study the thesaurus entry above. Then fill in the blanks below with the word that best completes each sentence.

1. Audrey will _____ how to string a bow.
2. After the travel agent _____ New Zealand, we were eager to visit there.
3. Dimitri speaks English well. He does not need anyone to _____ for him.
4. Sonia _____ why Mr. Burke was not coming to the picnic.
5. Our class was confused until Miss Pate _____ the causes of the Civil War.

Review: Discovering the Dictionary and Thesaurus

Using Guide Words List the following words in alphabetical order under the correct set of guide words.

tank	tanner	tangle	wig	wiener
wide	wick	tap	tang	wholesale

TAN

TAPE

WHO

WILD

Using the Dictionary Using a dictionary, look up the underlined word in each of the following sentences. Write the definitions of the word on the line.

1. We had a picnic in Grandmother's gazebo.

2. The dinosaur in the museum is a relic of the past.

3. Yesterday was my first visit to the arboretum.

4. The sides of the cathedral are covered with gargoyles.

5. There is a famous observatory at Mount Palomar.

Using a Thesaurus Look in a thesaurus to find synonyms for each of the following words. Select two synonyms for each word. On separate paper, write a sentence using each synonym correctly.

1. strong 2. leave 3. pretty

Prewriting: Planning an Explanation

Writing that tells *how* explains how to do something or how something works or happens.

The first step in planning an explanation is to **choose a topic**. You do things every day that can give you ideas to write about. For example, you might explain how to give a dog a bath, prepare your own spaghetti dinner, or perform a favorite magic trick.

You can also select a topic you want to learn more about. You might want to find out how an airplane works or how a tornado develops.

Once you have selected a topic, decide what you want to include in your explanation. Now, you will need to **gather information**. What do you already know about your topic? What do you need to research?

If you know your topic well, your information will come from your own experience. If you need to learn more about your topic, you might read books, magazines, newspapers, or encyclopedia articles.

As you gather information about your topic, list all the steps in the process you are explaining. If you are telling how to do something, include a list of necessary materials as well. Keep these materials in a journal or writing folder.

Thinking of Topics Complete the following two activities.

A. On a separate piece of paper, list ten things you did this week. For example, did you prepare a meal, build a model, do a science experiment, or rake the leaves? Then look over your list to find ideas for writing topics. Save your ideas in your writing folder.

B. Complete the following sentence in ten different ways: "I have always wanted to learn how a _____ works (or happens)." Save your ideas in your writing folder.

Gathering Information Choose one of the topics you have saved in your writing folder. Gather information about your topic from either your own experience or from research. Write down all the steps in the process. If you are explaining how to do something, include any necessary materials.

Prewriting: Organizing Information

When you explain a process, it is important to arrange the steps in time order, or chronological order. **Chronological order** is the order in which the steps happen.

Look at your notes. Number all of the steps from first to last. If you are explaining how to do something, your first step should be a list of necessary materials. Your last step should be the final product or result. Make sure that you do not leave out any steps. Remember, all steps must be in the correct order. Your completed list of steps is your **writing plan**.

Study the sample writing plan below. It first lists all of the supplies needed to make yogurt. Then it lists, in chronological order, all the steps in the process.

How To Turn Milk into Yogurt

Materials needed: 1 quart skim milk
1 cup plain yogurt
a 2-quart pot
glass jar with lid
spoon
towel
fruit, preserves, or honey (optional)

- Steps:** 1) Heat milk slowly until "skin" forms on top
2) Cool milk until it is lukewarm
3) Stir in yogurt
4) Put in glass jar
5) Put the lid on the jar and wrap in towel
6) Leave at room temperature for 8 to 12 hours
7) After 8 to 12 hours, tilt jar to see if mixture is thick
8) Add fruit, preserves, or honey and refrigerate until time to eat
9) Use cup of plain yogurt to start new batch

Ordering Your Ideas Make a writing plan for the topic you have chosen.

Arrange the steps of your process in chronological order. If you are explaining how to do something, first list the necessary materials. Be sure you have included every step of the process in the correct order.

Drafting Your Explanation

Use your writing plan as a guide for drafting your explanation. Keep in mind the following points as you draft your paragraph.

1. Make your directions specific. For example, give exact measurements and the precise time needed, such as *two* teaspoons or *ten* minutes.
2. Tell your reader everything he or she needs to know.
3. Be sure your steps are in chronological order. Use some of the following signal words to help your reader understand the order of your steps.

SIGNAL WORDS AND PHRASES

first	then	as
second	now	after that
next	when	at the same time
last	while	the next step
finally	until	

Adding Signal Words On a separate piece of paper, rewrite the following paragraph. Use signal words to help the reader understand the order of the steps. Add signal words wherever you see a caret (^). Remember to use a comma after the signal words.

You can make a cardboard marionette puppet. Cut a head, torso, arms, legs, hands, and feet from cardboard. Cut two parts for each arm and each leg. Fasten the parts together with brass paper fasteners. Cut a cardboard crosspiece to use as a handle. Attach strings to the paper fasteners at the back of the marionette's knees and elbows. Knot the strings to the crosspiece. Attach a string from the top of the marionette's head to the center of the crosspiece. Dress your marionette by gluing pieces of fabric, paper, yarn, stars, or buttons on it.

Writing Your First Draft Write a first draft of your explanation. Follow your writing plan. Add or rearrange ideas as necessary. Remember to use signal words to help your reader follow the steps easily.

Revising Your Explanation

Writing that tells *how* must be well organized and easy to follow. Directions must be clear and accurate. Otherwise, the reader will become confused. Think about the following questions when you revise your draft. They will help you to write a clear, precise explanation.

Guidelines for Revising an Explanation

1. Did I include all required materials and any other necessary information?
2. Have I stated all the steps in the process?
3. Are the steps stated clearly and simply?
4. Are the steps in the right order?
5. Have I used signal words to make the steps easy to follow?
6. Have I given my explanation a title?

Helping a Classmate Revise As your teacher directs, help a classmate revise his or her explanation. Read the rough draft. Try to follow the steps in your mind. Use the questions above for revising an explanation. Make at least two suggestions to the writer for improving the draft.

Revising Your Explanation Think about the questions above as you proofread your explanation. Also think about the suggestions of a friend or classmate who has read your draft. Make the revisions you decide on, and then proofread your draft for errors in grammar, capitalization, punctuation, and spelling. When you are satisfied with your work, make a clean final copy and choose a way to share your writing.

Review: The Process of Explaining How

Revising and Proofreading Use the following instructions to revise and proofread the paragraph below. Mark your corrections on the paragraph, using the proofreading marks listed on page 50. Then make a corrected copy on a separate piece of paper.

1. Correct the spelling errors in sentences 1 and 10.
2. Include a list of ingredients and materials after the topic sentence.
3. Add signal words before sentences 2, 5, 8, 12, and 13.
4. Correct stringy sentence 4 by breaking it into two sentences.
5. Place sentences 7, 8, and 9 in correct order.
6. Write a concluding sentence for this paragraph.
7. Tell the reader that this dish serves two people.
8. Give this paragraph a good title.

¹Apple-cinamin rice is delicious and easy to make. ²Bring 3/4 cup of water to a boil and stir in 3/4 cup of rice. ³Cover and remove pot from heat. ⁴Let rice stand for five minutes and fluff with fork and set aside. ⁵Cover bottom of shallow frying pan with water. ⁶Heat water until it begins to boil. ⁷Place apples in pan. ⁸Peel 1 large or 2 medium apples, and remove the cores. ⁹Cut the apples into thin slices. ¹⁰Add 2 tablespoons sugar and 1 teaspoon cinamon. ¹¹Steam apples for five minutes or until they are soft. ¹²Remove frying pan from heat and pour water from it. ¹³Place cooked rice in a serving dish and cover with steamed apples.

Making the Subject and Verb Agree

The verb of a sentence must agree in number with the subject. The word *number* refers to singular and plural. If the subject is singular, the verb must be singular. If the subject is plural, the verb must be plural.

Here are the rules to follow for making the subject and verb agree.

1. When a subject is singular, an s is often added to the verb.

The lion *grows* at the trainer. (one lion *grows*)

2. When a subject is plural, the s is dropped from the verb.

The lions *grow* at the trainer. (lions *grow*)

Making Subjects and Verbs Agree In the blank before each sentence, write *S* if the subject is singular or *P* if the subject is plural. Then underline the verb that agrees with the subject. Use the rules above to guide your choice.

EXAMPLE: P The horses (gallop, gallops) across the park.

1. _____ The Swiss cheese (smell, smells) good.
2. _____ Those teams always (play, plays) in the semifinals.
3. _____ Josh's glasses (break, breaks) at least once every summer.
4. _____ Mrs. Panish's baby (cry, cries) all night!
5. _____ The city's firefighters (protect, protects) all of the residents.
6. _____ That player (throw, throws) left-handed.
7. _____ Ten girls (sing, sings) in the chorus.
8. _____ Dana's cat (climb, climbs) the fire escape to get inside.
9. _____ Many people (exercise, exercises) by lifting weights.
10. _____ Track shoes (give, gives) a runner good traction.
11. _____ The Dewey Decimal System (classify, classifies) books in a library.
12. _____ The actors (report, reports) for rehearsal tomorrow.
13. _____ Both buses (go, goes) near the zoo.
14. _____ Most students (eat, eats) lunch in the cafeteria.
15. _____ The bike trail (stretch, stretches) three miles across town.

Making Special Verbs Agree

A few verbs have special forms that you should keep in mind.

Is, Was, Are, Were The verb forms *is* and *was* are singular. The forms *are* and *were* are plural.

SINGULAR: Naomi *is* at the door. Naomi *was* at the door.

PLURAL: The boys *are* in the boat. The boys *were* in the boat.

Has, Have The verb form *has* is singular. The form *have* is plural.

SINGULAR: Gene *has* washed the car.

PLURAL: They *have* washed the car.

Does, Do The verb form *does* is singular. The form *do* is plural.

SINGULAR: Sandy *does* the raking.

PLURAL: They *do* the raking.

There is, Where is, Here is In sentences that begin with *there*, *where*, and *here*, the subject usually comes after the verb. Find the subject first and decide if it is singular or plural. Then choose the right verb form to agree with the subject.

V S

There are several bands in the parade. (The subject and verb are plural.)

V S

Here is your pencil on my desk. (The subject and verb are singular.)

Using the Correct Verb Form Underline the correct form of the verb.

1. Some people really (does, do) believe in flying saucers.
2. There (is, are) three reasons to leave early.
3. (Do, Does) Jenny take clarinet lessons on Tuesdays?
4. My feet (has, have) never had blisters.
5. Here (is, are) the skates you wanted.
6. Terri's bruised finger (is, are) swollen.
7. (Was, Were) the boys embarrassed?
8. Where (is, are) all the nonfiction books?
9. There (wasn't, weren't) any mail delivered today.
10. No two people (has, have) the same fingerprints.

Special Problems in Agreement (I)

Compound Subjects Subjects joined by *and* are plural and take a plural verb.

Carol and Becky are my best friends.

The bike and the skateboard were expensive.

When the subjects are joined by *or*, *either/or*, or *neither/nor*, use the form of the verb that agrees with the nearer subject.

Mark or Ramon is making the list.

Neither Susan nor her sisters know the new student.

Prepositional Phrases Sometimes a prepositional phrase comes after the subject and before the verb. The verb must still agree in number with the subject. Do not confuse the subject of the verb with the object of the preposition.

The glasses on the counter look clean. (subject and verb are both plural)

The leader of the scouts brings refreshments. (subject and verb are both singular)

Making Subjects and Verbs Agree In each sentence, underline the subject once and the verb twice. Tell if the subject and verb are singular or plural by placing an *S* or *P* above each.

1. The seat near the windows seems cooler.
2. Neither Lynn nor the others know about the surprise.
3. The beat of the music fills the room.
4. Gregg and Janice practice karate together.
5. The workers in that truck pave the roads.
6. Either Julia or her parents walk the dog.

Choosing the Right Verb In each sentence, underline the verb that agrees with the subject.

1. One of my friends (sit, sits) in the third row.
2. Cream cheese and lox (go, goes) well with a bagel.
3. Some houses along this street (needs, need) repair.
4. The buttons on my coat (seems, seem) loose.
5. Neither the hens nor the rooster (is, are) awake yet.
6. The mittens and scarf (match, matches).

Special Problems in Agreement (II)

The Words *I* and *You* Although *I* stands for a single person, the only singular verb forms used with *I* are *am* and *was*.

I am tired. *I am* going home now. *I was* hungry.

Usually, *I* takes the plural form of the verb.

I have two sisters. *I have* written two letters. *I promise*.

The pronoun *you* always takes a plural verb.

You are my best friend. *You are* playing shortstop. *Were* you upset?

Pronouns as Subjects The pronouns below are *singular* and must be used with singular verbs.

each	either	everyone	anyone	no one
one	neither	everybody	anybody	nobody

Do not be confused when a prepositional phrase follows one of these pronouns. The verb must still agree with the pronoun subject.

Neither of these watches *works*.

Choosing the Right Verb In each sentence, underline the verb that agrees with the subject.

1. You (is, are) my first choice for secretary.
2. Each of these T-shirts (costs, cost) five dollars.
3. (Has, Have) you heard the latest weather report?
4. You (skates, skate) better than anyone else here.
5. Neither of the two candidates (was, were) present.
6. (Was, Were) you in the drum or the bugle section?
7. One of the bicycles often (skid, skids) on the ramp.
8. (Isn't, Aren't) you keeping a diary?
9. Everyone in this group (has, have) a chance to try out.
10. I (imagine, imagines) she is at the park.
11. Nobody from our family (has, have) ever traveled to Europe.
12. Either of the boys (do, does) yard work.
13. Everyone in the auditorium (have, has) been given a program.
14. (Was, Were) you planning to try out for the band?

Mixed Practice: Mastering Subject-Verb Agreement

Choosing Correct Verb Forms Underline the correct verb in the parentheses.

1. The right shoe (fit, fits) but the left one (don't, doesn't).
2. These castles (were, was) built during the Middle Ages.
3. Jupiter, Saturn, and Uranus (has, have) rings.
4. Each of the boxes (weigh, weighs) under ten pounds.
5. Where (do, does) Sherry and her friends go roller-skating?
6. (Has, Have) the eggs been in the incubator long?
7. Milk or juice (is, are) included in the price of hot lunch.
8. The doors of the old car (squeaks, squeak).
9. Why (were, was) you so confused?
10. Either sauce (tastes, taste) fine to me.
11. Kim and Marie (has, have) finished their outlines.
12. There (was, were) a city beneath those clouds.
13. Nobody in the bleachers (know, knows) the score of the game.
14. The mice from the field (scratch, scratches) the kitchen door at night.
15. Cheryl always (drinks, drink) from the red thermos.
16. Either the dogs or the cat (have, has) tipped the plant over.
17. (Does, Do) the train tracks need to be repaired?
18. Where (are, is) everybody?
19. One man and two women (have, has) already completed the marathon.
20. The plastic box with the chicks (is, are) ready to be cleaned.
21. The Celts (was, were) the first group to invade England.
22. (Has, Have) the parts for the play been assigned yet?
23. A fool and his money (is, are) soon parted.
24. A pair of robins always (nest, nests) in our maple tree.
25. Several deer (drink, drinks) at this pond.

Subject-Verb Agreement in Writing

Imagine that you are an entertainment reporter broadcasting live from this year's pop music awards presentation.

Using lively verbs in the present tense, write a description of the arrival of the performers as they step up to the stage to receive their awards. Include details that will add interest to your writing.

Pay particular attention to subject-verb agreement. Be sure that you use the singular form of the verb when your subject is singular. Use the plural form of the verb when your subject is plural. Be careful with prepositional phrases that come after the subject. Do not confuse the subject of the verb with the object of the preposition.

Underline the verb that agrees with the subject in each sentence.

1. One of these bottles (contain, contains) hand lotion.
2. We (were, was) talking about electricity in science class.
3. There (is, are) two interesting articles in this magazine.
4. (Does, Do) the pen and pencil come as a set?
5. Their plan for the races (weren't, wasn't) complete yet.
6. (Are, Is) Mike or Jerry in the school play?
7. Why (doesn't, don't) you come along with us?
8. Each of the contestants (seems, seem) qualified.
9. Nobody in the stores (sell, sells) that model anymore.
10. Where (is, are) the art supplies?
11. A cup of raisins (go, goes) into the recipe.
12. There (was, were) too many swimmers in the pool.
13. Travel to other countries (is, are) educational.
14. Sara and her older brother (baby-sit, baby-sits) on Saturday nights.
15. There (isn't, aren't) any letters in the mailbox.
16. (Wasn't, Weren't) you home this afternoon?
17. One of those stores (have, has) skateboards on sale this week.
18. Among the papers (were, was) the long-lost letter.
19. There (is, are) a box of apples or a bag of potatoes in the cabinet.
20. A record of our voices (was, were) on that cassette tape.
21. Grass and weeds (makes, make) Bill sneeze.
22. You (seems, seem) upset about the change in places.
23. (Is, Are) anyone going to the aquarium?
24. There (does, do) seem to be a few problems.
25. Neither the hat nor the gloves (is, are) mine.

What Are Pronouns?

A **pronoun** is a word used in place of a noun.

Joan will ask *Joan's* mother for permission.

Joan will ask *her* mother for permission.

The pronoun *her* is used in place of the noun *Joan's*.

SINGULAR PRONOUNS

I	my, mine	me
you	your, yours	you
he	his	him
she	her, hers	her
it	its	it

PLURAL PRONOUNS

we	our, ours	us
you	your, yours	you
they	their, theirs	them

Identifying Pronouns Underline the pronouns in the following sentences.

1. We watched the musicians put their guitars on the stage.
2. John left his music books on my kitchen chair.
3. She knew the keys were either his or mine.
4. The Sutters invited us to come to their party.
5. Your hall locker is next to mine this year.
6. You should find Mary's missing necklace and return it to her.
7. Our grandmother made this coverlet for us.
8. Judy promised to give me her book when she is finished with it.

Using Pronouns for Nouns Rewrite the following sentences replacing the word in italics with a pronoun.

1. When I saw Ann, I gave *Ann* the recipe.

2. The teacher asked Bill if *Bill* would collect the papers.

3. Frank's mother made arrangements to visit *Frank's* class.

4. The campers were drying the *campers'* tents.

Using Subject Pronouns

The following pronouns are **subject** pronouns.

SINGULAR: I, you, he, she, it **PLURAL:** we, you, they

Subject pronouns are used as the subject of a sentence. If you are unsure about what pronoun to use in a compound subject, try dividing the compound subject into two parts.

Sandy and I made pizza. Sandy made pizza. I made pizza.

Only a subject pronoun can be used after a state-of-being verb.

The winners were Tom and *she*. The manager is *he*.

Note: The pronoun *us* cannot be used as a subject or with a noun that is the subject.

INCORRECT: *Us* girls are going bowling.

CORRECT: *We* girls are going bowling.

Choosing the Correct Pronoun Underline the correct pronoun in each sentence.

1. The fastest runners are Betty and (I, me).
2. (We, Us) boys collected all the tickets.
3. Kevin and (him, he) will make the bread.
4. (Them, They) are my cousins from Detroit.
5. The lifeguards will be Kathy and (her, she).
6. (Us, We) and the neighbors planted a hedge together.
7. (She, Her) and (me, I) will count the votes.
8. The guests were Mr. Sanchez and (him, he).

Using Subject Pronouns For each of the following pairs, rewrite the second sentence, using a subject pronoun to replace the repeated noun or nouns.

1. Krista and I like to ski. Krista and I will race the best local skiers on Sunday.

2. In Australia, baby kangaroos have a special name. Baby kangaroos are called joeys.

3. Tom ran his fastest time in that race. Tom was the winner.

Using Object Pronouns

When pronouns are used as objects, they have a special form. These are **object** pronouns.

SINGULAR: me, you, him, her, it

PLURAL: us, you, them

These pronouns can be used as *objects of verbs* and *objects of prepositions*.

Ms. Banks drove *us* to school. (object of verb)

The rest of the team came with *her*. (object of preposition)

Pronouns are sometimes parts of a compound object. If you are not sure which pronoun to use, try each part separately.

Mary helped *him* and *me*.

Mary helped him. Mary helped me.

Identifying Object Pronouns Underline the object pronouns in the following sentences.

1. Sunset School played against (we, us) in the final play-offs.
2. The teacher chose Doug and (her, she) as representatives.
3. Susan invited (I, me) to the cookout.
4. Did you talk to Maria or (he, him) when you called?
5. The judges selected (they, them) as winners.
6. Linda asked (they, them) and (I, me) for our dues.
7. The director picked (her, she) for the part.
8. The plane flew (we, us) across the country.

Using Object Pronouns Fill in each blank with a correct object pronoun.

1. Please help Greg and _____ with the package.
2. Do you want to go to the game with Becky and _____?
3. Maybe you will see _____ at camp.
4. Have you met Doreen and _____?
5. I asked _____ and _____ for their ideas.
6. Dad drove Jack and _____ to the dentist.

Using Possessive Pronouns

Possessive pronouns are used to show ownership. Possessive pronouns have special forms.

SINGULAR POSSESSIVE: my, mine, your, yours, his, her, hers, its

PLURAL POSSESSIVE: our, ours, your, yours, their, theirs

Possessive pronouns never use apostrophes. Do not confuse *its* (possessive pronoun) with *it's*, a contraction meaning "it is."

The cat cleaned **its** fur. (possessive pronoun)

It's two o'clock (contraction)

Identifying Possessive Pronouns Underline the possessive pronouns in these sentences.

1. The campers set up their tent in the clearing.
2. The coach revealed her plans to our team.
3. That book is mine, not yours.
4. Her house is the one on the left.
5. Your watch is faster than mine.
6. How far away is his house from yours?
7. My phone number has been changed.
8. Somehow the dog stepped on its tail.

Using Possessive Pronouns Fill in each blank with a possessive pronoun that correctly completes the sentence.

1. You should sell _____ old bicycle.
2. The bird pecked at _____ food.
3. Sharon and I lost _____ way in the shopping center.
4. The directors gave the actors _____ scripts.
5. The girls sold _____ paintings at the art fair.
6. I left _____ lunch on the bus this morning.
7. Are you certain this watch is _____?
8. We recognized _____ pictures in the newspaper.

Mixed Practice: Understanding Pronouns

Finding Pronouns Read the following story. Choose the correct pronoun in parentheses and underline it. Then write above it the word or words that the pronoun stands for.

Last year, my parents, my sister, and I went camping.

(We, Us) (1) went to Red Oaks State Park. My sister and

(I, me) (2) went fishing in the lake. (We, Us) (3) girls caught a couple

of bluegills. My parents hiked in the woods. (Them, They) (4) took

pictures of the trees and flowers. Later, my father tried to start a

campfire. (Him, He) (5) couldn't start one because the charcoal was

damp. So (us, we) (6) rode into town and ate hamburgers for dinner.

When it was dark, (we, us) (7) four sat by the lake. Dad told ghost

stories to (we, us) (8).

Choosing the Correct Pronoun In each sentence, underline the correct word in parentheses.

1. The girl with the red hair is (she, her).
2. (We, Us) followed (her, she) to the table by the window.
3. Jackie received the letter from (they, them).
4. The gull flapped (its, it's) wings and flew over the sea.
5. The owners of the stolen car are (them, they).
6. Tell (I, me) where the bus stop is.
7. The wild elephant charged past (him, he).
8. Our back yard maple tree has lost (its, it's) leaves.
9. In the crowded plaza, there were people all around (we, us).
10. (Its, It's) time to take the pie out of the oven.
11. The delivery person brought a package for (us, we).
12. (Them, They) are learning the capitals of all the states.
13. Marla's mother and (her, she) are excellent chess players.
14. (Its, It's) a shame to stop now.
15. This tennis ball has lost (its, it's) bounce.

Write several sentences introducing one of the following people to some of your friends. Your sentences should use at least six pronouns: two as subjects, two as objects of verbs or prepositions, and two showing possession.

1. Count Dracula
2. Cinderella
3. E.T.
4. Kermit the frog
5. Snoopy

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Review: Understanding Pronouns

Identifying Pronouns Underline all of the pronouns in each sentence.

1. Joan brought her friend to meet my brother.
2. Your dog buried its bone in our yard.
3. They displayed their flag on Memorial Day.
4. Our car finally drove its last mile.
5. Bring me the key to your bike, and I will unlock it.
6. I hope she can visit us next summer.
7. Can you help me with my homework?

Kinds of Pronouns On the blank line, tell whether the pronoun in *italics* is in the *Subject*, *Object*, or *Possessive* form.

1. The mayor gave *her* speech on TV. _____
2. Give *it* to Brad. _____
3. Soon *it* will be time for spring vacation. _____
4. The best speller in this class is *she*. _____
5. Above *her*, the ceiling was cracked. _____
6. The locket Jane found is *mine*. _____
7. The audience watched *us* with interest. _____

Choosing the Correct Pronoun Underline the correct pronoun in parentheses.

1. On Saturday, (we, us) scouts will have a newspaper drive.
2. The last person to arrive was (her, she).
3. The captain ordered (they, them) to load the ship.
4. Did you include Harry and (me, I) on the list?
5. My cat lost (it's, its) collar.
6. The horse limped on (its, it's) lame foot.
7. Susan and (they, them) made a get-well card for (we, us).

Identifying the Parts of a Narrative

A narrative is a real or imaginary story. Every narrative has three parts: a setting, characters, and a plot. The **setting** of a story tells where and when the action takes place. **Characters** are the people, animals, or other creatures that the story is about. The **plot** is made up of the events that happen in a story. These events are arranged in the order that they happened. After the most exciting part of the story, or **climax**, is reached, the plot winds down toward the end, or conclusion.

Identifying the Parts of a Narrative Read the story below. Then, answer the questions that follow.

THE FOX AND THE STORK

One day, in a quiet forest glen, a fox invited a stork to dinner. All he provided was a large flat dish of soup. The fox lapped up the soup with great enjoyment, but the stork, with her long bill, tried without success to share in the meal. Her obvious distress caused the sly fox much amusement.

Not long after, the stork said to the fox, "Mr. Fox, please come to dinner at my house. I wish to repay you in kind." At dinner, she set before him a pitcher with a long narrow neck, into which she could get her bill with ease. So, while the stork enjoyed dinner, the fox sat by, hungry and helpless. It was impossible for him to reach the tempting contents of the vessel.

The stork thought to herself, *"Two can play the same game."*

1. What is the setting of the story?

2. Who are the characters? Briefly describe them.

3. Briefly describe the plot of the story.

4. In what order are the events arranged?

5. What is the climax of the story?

Prewriting: Finding and Developing Ideas

92

Ideas for stories can come from your own experience, from something you read, or from your imagination. The three elements necessary to build a story are **setting**, **characters**, and **plot**. You can develop ideas for a story by beginning with any one of these three elements.

Ask yourself the following questions to make your idea grow: *who? what happened? when? where? why? how?* Write down several possible answers to each question. These are your prewriting notes for the story you are developing.

There is another question you can ask yourself that will help your idea grow. Think creatively, use your imagination, and ask “what if?” For example, think about your watch. What if the time changed to match any hour you set your watch to? What if you could stop time with your watch, or move forward or backward in time? Such questioning can help an idea grow into a story.

Finding and Developing an Idea Look through a magazine or newspaper for interesting ideas to write about. Search for a character, a specific setting, or an event that might give you a story idea. Even advertising pages may provide an interesting character or setting for you to write about. After you have an idea, use your imagination to answer the following questions and make your idea grow. Save these notes in your writing folder.

Who? _____

What happened? _____

When? _____

Where? _____

Why? _____

How? _____

Exploring an Idea Use your imagination and ask “what if?” about one of the ideas below or an idea of your own. List three “what if?” questions on a separate piece of paper.

dinosaurs	the ocean	a map
castles	eyeglasses	a locket

Prewriting: Organizing a Story

A **story contract** is a brief statement of who your characters are, what will happen in the story, and where the events will take place. Look at this story contract.

I will write a story about my trip to visit my grandparents. The story will take place in Arizona. The characters will be Grandmother, Grandfather, my mother, my sister, and I.

After you have written your story contract, make a plot outline. A **plot outline** lists the events that will occur in the story in **chronological order**, that is, in the order in which the events happen.

Here is a plot outline for the story contract above.

1. Our plane landed at Sky Harbor airport in Phoenix.
2. Grandmother and Grandfather met us.
3. We picked grapefruit off the trees in my grandparents' back yard.
4. We saw cactuses and quail on a walk to the post office.
5. We went swimming.

Organizing Events Look at these two groups of sentences. Each group tells about an event, but the sentences are in the wrong order. Number the sentences in the order that the events most likely happened.

_____ First, I had to get her to put her head under the water so she wouldn't be afraid.

_____ Teaching my sister to swim was not easy.

_____ Then I taught her to float face down in the pool.

_____ Soon she was swimming by herself.

_____ After she learned to float, I held her up as she stroked and kicked.

_____ She stumbles out of bed.

_____ The alarm clock buzzes at 6:30 in the morning.

_____ Chris wakes to the alarm, but her eyes are only half open.

_____ Then she dresses and runs downstairs for breakfast.

_____ Wide awake now, Chris runs out the door to catch the bus downtown.

Making a Story Contract and Plot Outline Make a story contract for the idea you developed on page 92. Then make a plot outline for your story. Remember to list your events in chronological order. Make any changes that are needed.

Drafting a Story

A narrative has three main parts: the introduction, the body, and the conclusion. The **introduction** describes the setting and introduces the characters. The **body** is the middle part of the story when most of the action takes place. The **conclusion** brings the story to an end.

As you **draft**, or get your thoughts down on paper, use your plot outline to help you divide your narrative into paragraphs. Each paragraph should have one main idea. Remember that your plot outline is only a guide. You may wish to try new ideas as you write your draft.

Time words and phrases make events in your story flow smoothly. They also help the reader follow the events in a story. Use some of these **time words** in your narrative writing: *first, next, soon, later, after, before, early that morning, in a while, always, every summer.*

Writing Paragraphs Below is the body for a narrative paragraph. Divide it into three paragraphs. Insert the symbol ¶ where the second and third paragraphs should begin. Insert a time word or phrase wherever you see a caret (^). Remember to use a comma after it.

Our vacation got off to a spectacular start. ^ We went into the back yard to soak up the warm, dry, Arizona air. My sister picked two grapefruit right off the trees. ^ We bit into some of the juiciest fruit we had ever tasted. ^ My mother and I took a walk to the post office. On the way, we named all the different kinds of cactuses we saw—prickly pear, cholla, saguaro—and enjoyed their pretty flowers. We saw lots of quail and several jackrabbits. ^ It was time to head for the swimming pool. The sun was really hot but the water was cool. It felt great to jump right in!

Drafting Your Story On a separate piece of paper, write a rough draft of the story you have been developing. Work the events in your plot outline into an introduction, a body, and a conclusion. Remember to begin a new paragraph for each main idea. Use time words to make the events flow smoothly.

Using Description and Dialogue

Descriptive details and dialogue can make a story more interesting. Description helps the reader picture, feel, hear, taste, and smell what is happening in the story. The characters' conversation, or **dialogue**, keeps the action moving. Study the examples of description and dialogue below. Notice how the dialogue is punctuated.

Dull Sentence: The house needed repair.

Sentence with Descriptive Words Added: Peeling paint hung from the weather-beaten shutters, and sharp chunks of glass from the broken windows cluttered the front yard.

Dull Sentence: Eric was happy when he sank the winning basket.

Sentence Written as Dialogue: "That's the game!" shouted Eric as he sank the winning basket. "We're number one!"

Using Dialogue and Description On a separate piece of paper, rewrite the sentences below using dialogue and description as directed. Capitalize and punctuate the new sentences correctly.

1. On Wednesday, Luke told his coach that he couldn't come to basketball practice because he had an appointment with the dentist. The coach told him to come to practice early on Thursday. (Add dialogue.)
2. Sarah marched in the parade. (Add description.)
3. The band leader told the players they were off-key and were not keeping the beat. (Add dialogue.)
4. It was a big fire. (Add description.)
5. It was a good kite-flying day. (Add description.)
6. Carmen asked why Victor was not at the picnic. Victor said that he was there but that he had not seen Carmen there. (Add dialogue.)
7. The storm got much worse. (Add description.)
8. The police officer shouted at us to use the detour because the bridge was out. We said we would. (Add dialogue.)
9. The cave was dark and scary. (Add description.)
10. Our new neighbor asked Mom for directions to the library. Mom explained how to get there. (Add dialogue.)

Adding Description and Dialogue Carefully study the draft of your story. Add description and dialogue to make it more interesting.

Revising and Proofreading a Narrative

When you have finished the draft of your story, reread it carefully. Decide what changes you can make that will improve your story. Check to see that the characters, setting, and plot are well developed. Be sure that events are organized in chronological order. Decide if dialogue or description should be added anywhere.

Revising a Narrative Use the following directions to revise and proofread the paragraph below. Use the proofreading marks you learned on page 50 to mark your corrections on the paragraph. Then make a corrected copy of the paragraph on a separate piece of paper.

1. Add description to sentence one.
2. Add description to sentence two.
3. Rewrite sentence three as dialogue. Use correct capitalization and punctuation.
4. Rewrite sentences four and five as dialogue. Use correct capitalization and punctuation.
5. Rewrite sentence six as dialogue. Use correct capitalization and punctuation.
6. Correct the spelling error in sentence seven.
7. Add description to sentence eight.
8. Add description to sentence nine.
9. Rewrite sentence ten as dialogue. Use correct capitalization and punctuation.

A Trip to the Game Room

1. My grandfather and I walked into the game room. 2. He looked rather uncomfortable. 3. He asked if it was supposed to be dark and noisy. 4. I told him not to worry. 5. I told him he'd get used to it. 6. I suggested that we play Skee Ball. 7. He had obviously never played before. 8. He threw the ball up instead of rolling it. 9. It hit the plastic shield and ended up on the next lane. 10. I suggested we stop and have an ice-cream cone instead.

Revising Your Own Story Revise and proofread your story. Correct any mistakes in grammar, capitalization, punctuation, and spelling. Be sure to give your story a title. Then make a clean, final copy.

Review: The Process of Writing a Narrative

Organizing Events Read the following story events. Number them in chronological order.

- _____ The first time Mark tried to ride his bike was a disaster.
- _____ After three more tries and two scraped knees, Mark finally rode off looking like a champ.
- _____ He climbed up on the seat and began to pedal.
- _____ He went about ten yards with no problem.
- _____ Soon he began to wobble as he struggled to keep his balance.

Using Description Rewrite the following sentences to make them more interesting. Add description to help the reader see, hear, smell, touch, and taste what is happening.

1. The fireworks were fun to watch.
2. The two-year-old child ate an ice-cream cone.
3. It was a quiet day at the lake.
4. The magician did a trick.
5. We went on a roller-coaster ride.
6. Eugene made a basket as the time buzzer sounded.
7. Last night's storm caused a lot of damage.
8. Uncle George's workshop is an interesting place.
9. Three baby robins were in the nest.
10. Dale's bedroom is always a mess.

Using Dialogue On a separate piece of paper, rewrite the following paragraph. Make the paragraph more interesting by including dialogue. You may change or add words if you wish. Be sure to punctuate correctly.

The starting gun went off. The coach told her relay swimmers to be quick. The fans urged the swimmers to go faster. I could hear my teammates telling me to keep up the good work. As I completed my laps, I told one of my team members that we were ahead. She told me she'd be sure to win us a medal.

Improving Listening Skills

Listening, like any skill, can be sharpened and improved. A good listener tries to remove any communication barriers. These are things that may interfere with the messages between the speaker and the listener. Some barriers are created by speakers. Others are caused by listeners. A good listener learns to deal with both kinds. Some common communication barriers are listed below. Suggestions for overcoming the barriers are also given.

BARRIERS TO COMMUNICATION

<u>Barrier</u>	<u>Overcoming the Barrier</u>
Distractions	Good listeners pay attention. They save daydreaming for quiet moments alone. They tune out distractions and concentrate on what the speaker is saying.
Information Overload	Good listeners sort information. They remember main ideas and devote less effort to remembering details.
Lazy Listening	Good listeners work hard to get the most out of what they hear. They pay attention even when what they hear does not seem especially important.
Hasty Conclusions	Good listeners are careful not to jump to conclusions or to get carried away with words or ideas. They make thoughtful judgments at the end of a presentation.
Narrow Thinking	Good listeners are open to new ideas.

Improving Listening Read the situations below. On a separate piece of paper, list the communication barriers in each situation. Then tell how the listener might deal with each barrier.

- A. Sharon was sharing her report on Navajo weaving with the class. Without realizing it, she frequently put her hand to her forehead to smooth an unruly lock of hair. As Sharon's classmate Jeanne listened, she found herself wondering if her own hair were too long and should be cut. Jeanne also found herself lost in the wealth of facts Sharon was covering. She couldn't recall what Sharon had said about the Navajo use of wool.
- B. Mrs. Bruce was explaining how to divide using decimals. Ellen felt she didn't need to listen to the part about moving the decimal point. She already knew that. Besides, she had her own way of figuring out that part of the problem. She would pay attention when Mrs. Bruce talked about remainders in the answer.

Judging Talks

Ask yourself these questions when you evaluate a talk.

Content

1. Was the topic clear and easy to understand?
2. Was there enough information?
3. Did the information appear to be correct and to the point?
4. Was the information well organized?

Presentation

1. Did the speaker look directly at the audience?
2. Did the speaker look relaxed, yet stand straight?
3. Was the speaker easy to hear and understand?
4. Were the speaker's gestures helpful and natural?

Evaluating a Talk Read the following descriptions of student talks. Then on a separate piece of paper, answer the questions that follow.

Gilat has just come back from a trip to Israel. She is telling her social studies class about her experiences. None of her classmates are Israelis. She uses many Israeli terms in her talk. She assumes her classmates will understand most of them. She has prepared a huge poster—it shows Israeli money, drawings of the many products of Israel, and photos of important places. She holds the poster up throughout her talk. Students at their desks cannot see Gilat behind the poster.

1. Write one thing that was good about Gilat's speech.
2. What should Gilat have done to be sure her classmates understood her ideas?
3. How could Gilat have used her poster more effectively?

Eva is a sixth grade student. She helped her sister's Brownie Scout troop earn their computer badges by demonstrating how to load and run a personal computer. Eva had the scouts gather around her so they could see clearly. However, because she faced the computer, not everyone could hear her instructions. She often used technical terms that the scouts did not understand.

4. Tell one thing that was good about Eva's demonstration.
5. Tell two improvements Eva could have made.

Evaluating a Discussion

A good discussion depends on the skill of the participants and the leader. When you take part in a discussion, follow these guidelines.

1. Be informed.
2. Listen carefully.
3. Stay on the subject.
4. Ask questions.
5. Be polite.

Evaluating a Discussion Read this description of a discussion and answer the questions that follow on a separate piece of paper.

The residents of Springfield Avenue are having a block meeting to discuss a huge wooden bicycle ramp built on the front driveway of one house.

Mr. Cook We want to know if this ramp is legal right here on quiet Springfield Avenue.

Mrs. Brock I am a lawyer, but the issue is not a legal one; it is an issue for the zoning board.

Mr. Johnson A lot of good it does to live next door to a lawyer.

Mr. Hill Forget lawyers! How would you like to live next door to an amusement park?

Mr. Cook Let's get back to the subject. Does anyone have specific objections to the ramp?

Mrs. Brock I do. Twice this week I nearly hit a child on a bicycle with my car.

Mrs. Johnson The crowds of kids on bikes have totally ruined my lawn.

Mr. Cook We seem to agree that the ramp annoys us. Do we have the right to ask for it to be torn down?

Mrs. Brock That brings us back to the zoning question. Someone should find out if a ramp is allowed on a residential street.

Mr. Cook I'll call the zoning board tomorrow.

1. How did Mr. Cook get the discussion off to a good start?
2. Which comment was totally off the subject?
3. Who was the leader of the discussion? What did he or she do to keep the discussion on target?
4. What information should the participants have had before they held this discussion?
5. Were the comments against the ramp made by Mrs. Johnson and Mrs. Brock appropriate? Why or why not?
6. How did Mrs. Brock's third statement help the group?

Avoiding Run-on and Stringy Sentences

A **run-on sentence** occurs when two separate sentences that are not related are written as one sentence. This makes a sentence difficult to read.

RUN-ON: Bill has a trumpet he takes lessons on Mondays.

CORRECTED: Bill has a trumpet. He takes lessons on Mondays.

Each sentence should have only one complete idea. Mark the end of a complete sentence with a period, question mark, or exclamation point.

A **stringy sentence** occurs when too many ideas are strung together by using the word *and*.

STRINGY: Anne's family lives in Moscow, Idaho, and every year they go to Seattle and once in a while, they travel to Spokane.

CORRECTED: Anne's family lives in Moscow, Idaho. Every year they go to Seattle. Once in a while, they travel to Spokane.

Each complete thought in a stringy sentence should be written as a separate sentence.

Avoiding Run-on and Stringy Sentences Write *R* if the sentence is a run-on. Write *S* if it is a stringy sentence. Write *C* if it is correct. Then rewrite the run-on and stringy sentences correctly.

1. Gail is studying piano and she takes lessons on Tuesdays and her teacher assigns pieces to practice every week.

2. It hailed heavily last night now there is a dent in our mailbox.

3. Popcorn costs too much at the movies I bring my own.

4. The assignment is on page 50 and do it carefully and go to the library to get some reference books.

5. It started to rain the parade continued anyway.

6. After we had returned from the hike, I was tired from the walking and climbing.

Combining Sentences

Sometimes two sentences contain ideas that are alike. These related sentences can be joined by a comma and the word *and*.

Sean sanded the rocking chair. Molly painted it.

Sean sanded the rocking chair, and Molly painted it.

Sometimes two sentences about the same topic contain ideas that are different. These related sentences usually can be joined by a comma and the word *but*.

It was a sunny day. It was cold.

It was a sunny day, but it was cold.

At other times, two related sentences show a choice between ideas. The sentences usually can be joined by a comma and the word *or*.

Will you call me tonight? Should I call you?

Will you call me tonight, or should I call you?

Joining Sentences Join each pair of sentences by following the directions in parentheses.

1. Tina picked the zinnias. Liz arranged them in a vase. (Join with , **and**.)

2. Has Kyle arrived yet? Is he late again? (Join with , **or**.)

3. Sara loves cats. She is allergic to them. (Join with , **but**.)

4. Our math teacher was absent. We still had our test. (Join with , **but**.)

5. You walk Clover today. I'll walk her tomorrow. (Join with , **and**.)

6. May I borrow your jacket? Won't it fit me? (Join with , **or**.)

7. Cole made the sandwiches. The crowd ate them. (Join with , **and**.)

8. Do you feel very ill? Can you walk home? (Join with , **or**.)

Combining Sentence Parts

Sometimes ideas in two sentences are so closely related that words are repeated. By combining these sentences, the repeated words can be left out.

When the two sentences contain ideas that are alike, the related parts can usually be joined by *and*.

Courtney bought a skirt. *Courtney bought* a sweater.

Courtney bought a skirt and a sweater.

When the sentences contain ideas that are different, the related parts can usually be joined by *but*.

Jeff likes music. *He doesn't like* dancing.

Jeff likes music but not dancing.

When the sentences show a choice between ideas, the related parts can usually be joined by *or*.

Should Terry play? *Should she* forfeit the game?

Should Terry play or forfeit the game?

Joining Related Sentence Parts Join the related parts in each pair of sentences by following the directions. Leave out the words in italics.

1. We sold hot popcorn. *We sold* cold lemonade. (Join with **and**.)

2. The crowd jumped up. *The crowd* cheered. (Join with **and**.)

3. These jeans are clean. *However, they are* faded. (Join with **but**.)

4. Brett might make pizza. *He might* make tacos. (Join with **or**.)

5. Kate was nervous. *Kate didn't* show it. (Join with **but**.)

6. Bob lost his wallet. *He lost* his keys. (Join with **and**.)

7. I entered the poster contest. *I didn't* win. (Join with **but**.)

8. Should I rewrite this paper? *Should I* hand it in? (Join with **or**.)

Combining Sentences by Adding Words

Sometimes the main ideas of two sentences work together, but one idea is more important than the other. Only one word in the second sentence may be really important. You can add the one important word to the first sentence. The new sentence will be a shorter, better way of telling the idea.

Miguel hung the wallpaper. *The wallpaper was colorful.*

Miguel hung the colorful wallpaper.

Notice that the words printed in italics were left out.

You may be able to combine several sentences in this same way. You will often need to use a comma where you add more than one word to a sentence.

Pat offered lemonade to the workers. *The workers were tired. They were thirsty.*

Pat offered lemonade to the tired, thirsty workers.

Sometimes you must change the form of the word before you can add it to another sentence. You may have to add *-y*, *-ing*, *-ed*, or *-ly*.

The UFO has a light. *It flashes.*

The UFO has a flashing light.

When you make changes in the form of a word, check the dictionary to see that you have spelled the word correctly.

Combining Sentences by Adding Words Combine the sentences in each group. Add the important words to the first sentence. Leave out the words in italics. Be sure to change the form of the word if necessary.

1. The students washed the cars. *The students were energetic. The cars were filthy.*

2. Eric must iron that shirt. *It is wrinkled.*

3. Karl practiced the sonata. *He practiced patiently. The sonata was difficult.*

4. Mr. Martina approached the raccoon. *Mr. Martina was cautious.* (End important word with *-ly*.)

5. I found a wallet. *It is brown. It is made of leather.*

6. We opened the chest. *The chest was old. It was covered with dust.* (End important word with *-y*.)

Combining Sentences by Adding Groups of Words

Sometimes a group of words from one sentence can be added to another sentence. The words in the second sentence usually tell about an action or thing in the first sentence. These words should be added near the action or the name of the thing they tell about.

The geraniums need water. *The geraniums are* in the dining room.

The geraniums in the dining room need water.

Sometimes the group of words may be put in more than one place in the sentence.

Our family enjoys hiking. *We hike* during the winter months.

Our family enjoys hiking during the winter months.

During the winter months, our family enjoys hiking.

Other times, to make a clear sentence, the group of words may be added to only one place.

John admired the paint job. *It looked* new and shiny.

New and shiny, John admired the paint job. (Was John new and shiny?)

John admired the new and shiny paint job.

Combining Sentences by Adding Groups of Words Combine the sentences in each pair. Add a group of words from the second sentence to the first sentence. Leave out the words in italics.

1. The books are overdue. *The books are* on that shelf.

2. The tulips are blooming. *The tulips are* along the fence.

3. Jason found an iguana. *He found it* just yesterday.

4. Mila played the record. *She played it* eight times.

5. The maroon jacket is mine. *The jacket is* in the hall closet.

6. The fruit punch is for the picnic. *The punch is* in the thermos on the porch.

Mixed Practice: Revising and Combining Sentences

Correcting Run-on and Stringy Sentences On a separate piece of paper, rewrite the following run-on and stringy sentences correctly. If the sentence is correct, write *Correct* on your paper.

1. This watch operates on a battery and the battery is quite expensive and I prefer a wind-up watch.
2. We missed the plane we will have to take a later flight.
3. The stapler was empty someone filled it.
4. Julie is a fantastic artist who always wins poster contests.
5. The knife is dull and it needs to be sharpened and it needs to be washed, too.
6. The lady who lives next door to us is an author and illustrator.
7. Louise tried to wrap the present and she ran out of tape and the ribbon was too short.
8. Broccoli is my favorite vegetable I don't like zucchini.
9. After it stops raining, please pull up the blinds and open the windows.
10. Violets grow well in the shade they shouldn't be watered too often.

Combining Sentences Improve and rewrite each pair of sentences on a separate piece of paper. Follow the directions in parentheses. Leave out the words in italics.

1. Alison wanted to leave at 8:00 A.M. Tyler wanted to stay later. (Join with , **but**.)
2. Is Alicia playing basketball? *Is she playing* softball? (Join with **or**.)
3. Venita gave a report to our class. *It was* about solar energy.
4. The shoppers were waiting for the store to open. *They were* eager.
5. We chose a place near the river to fish. *The place was* quiet. *The place was* secluded.
6. Our vacation to Hawaii was wonderful. *It was* too short. (Join with **but**.)
7. We went out in the snow. *We built* a snow fort. (Join with **and**.)
8. The chef can make omelets. *She can make* crepes. (Join with **or**.)
9. George plays tennis on Sunday. *He always plays then*. *He plays* with his father.
10. I heard the phone ringing. *I didn't answer it in time*. (Join with **but**.)

Using Sentence Combining in Writing

Picture yourself as the captain of a ship that has docked in the harbor of a mysterious island. You lead your crew ashore and discover a castle filled with strange and wondrous things. Write at least eight complete sentences describing your discovery. Use specific words and details to make your sentences interesting.

Now combine your eight sentences into as few sentences as possible. Try not to lose any of the ideas in the original sentences. Use the conjunctions *and*, *or*, and *but* to join related ideas. Add, leave out, or change words as needed.

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Correcting Run-on and Stringy Sentences Rewrite each of the following run-on and stringy sentences correctly.

1. Carol is a fussy eater and her mother encourages her to try new foods and sometimes Carol ends up not eating at all.

2. I heard the rolling thunder two seconds later the rain began.

3. The library has several novels by Paula Danziger and one is *There's a Bat in Bunk Five* and most sixth graders think it is funny.

Combining Sentences Join the sentences in each group. Follow the directions in parentheses. Leave out the words in italics.

1. Let's have chicken for dinner. *Let's fry the chicken.* (End important word with -ed.)

2. We can take a bus to the museum. We could walk. (Join with , or.)

3. Snow hid the path from the hikers. *The snow* swirled. (End important word with -ing.)

4. I finished the marathon. *I* didn't win the race. (Join with **but**.)

5. The kitten purred. *The purr* was soft. (End important word with -ly.)

6. Mother is folding the clothes. I am putting them away. (Join with , **and**.)

7. Waves lapped the shore. *The waves were gentle. The shore was sandy.*

What Are Adjectives?

An **adjective** is a word that modifies, or describes, a noun or pronoun. Often, when you use two or more adjectives together, you separate them with a comma. Here are some examples.

delicate, gold watch smooth, polished rock sticky, white tape

Some adjectives are made by adding endings to proper nouns. These are called **proper adjectives**. Always begin a proper adjective with a capital letter. Here are some examples.

PROPER NOUN

France

Congress

PROPER ADJECTIVE AND NOUN MODIFIED

French cars

Congressional session

Other proper adjectives do not have special endings.

Hollywood movie Idaho potato

Finding Adjectives Draw one line under each adjective in the following sentences. Then draw two lines under each letter that should be capitalized.

EXAMPLE: Where are the aztec ruins?

1. The sharp new knife cuts everything quickly.
2. The new chinese restaurant serves delicious food.
3. The famous milwaukee zoo animals live in natural surroundings.
4. Alison wore a cute, floppy hat.
5. The martian sky is actually pink.
6. Try to eat healthy, nutritious snacks.
7. A british jet has just landed.
8. Use dark blue or black ink.
9. Does Brad like to read batman comics?
10. The gray, cloudy sky makes me long for warm, arizona days.
11. The ugli fruit is a jamaican citrus fruit that looks like a wrinkled grapefruit.
12. On the old map, blue lines represent unpaved roads.
13. The velvet brown eyes of a young doe peered at us from the heavy underbrush.
14. Golden nebraskan wheat fields stretched for as far as the eye could see.
15. Have you ever tasted baked alaskan salmon with lemon sauce?

Adjectives Tell What Kind, How Many, or Which One

Many adjectives tell what kind: the *small black* truck

Some adjectives tell how many: *twenty* trucks or *many* trucks

Other adjectives tell which ones: *this* truck or *these* trucks

Usually, two or more adjectives that come before a noun or pronoun are separated with commas.

dark, foggy nights

However, adjectives that tell number, size, shape, and age often do not require commas.

four long slender fingers

Finding Adjectives That Tell What Kind, Which One, and How

Many Underline each adjective in the following sentences. Above each adjective write if it tells **What Kind**, **Which One**, or **How Many**.

EXAMPLE: ^{HM} Two ^{WK} new students ride ^{WO} that bus.

1. That dress has a large blue stain on the sleeve.
2. Three gray geese escaped from that ferocious dog.
3. The cool green valley was dotted with many yellow flowers.
4. Several chairs need new paint.
5. One ripe, red, juicy apple had a little worm in it.
6. This leather glove has a huge hole in it.
7. Please put these onions on those hamburgers.
8. Fourteen teams will play in these tournaments.
9. We made few stops during the long, tiresome trip.
10. I ate two bowls of oat cereal for breakfast.
11. I've seen both of those mystery shows before.
12. That iceberg nearly destroyed those two ships.
13. This white rose has a pleasant scent.
14. All mushrooms require dark, moist surroundings to grow well.
15. Put those wet boots on this shelf.

Demonstrative Adjectives

This, that, these, and those are called **demonstrative adjectives**. They point out specific things.

This and *that* are used with singular nouns and are also used with the word *kind*: *this* boy, *that* kind of food. *These* and *those* are used with plural nouns and the word *kinds*: *these* boys, *those* kinds of vegetables.

Adjectives or Pronouns? *This, that, these, and those* are adjectives if they answer the question *which one?* about a noun. They are pronouns if they take the place of a noun. *These* plants are healthy. (adjective) *These* are healthy plants. (pronoun)

Them is always an object pronoun. It can never be used as an adjective.

INCORRECT: *Them* plants are healthy.

CORRECT: *These* plants are healthy because I water *them*.

Using Adjectives and Pronouns Correctly Underline the correct word in the parentheses.

1. When I look at (those, them) pets, I want to have one.
2. Look at (these, them) marbles. I'll never trade (those, them).
3. (These, Them) are the best tomatoes I've ever tasted!
4. (Those, That) kind of shirt is in style.
5. I've never tried (that, those) kinds of exercises.
6. Don't wander down (that, those) path.
7. Take (these, them) dirty dishes and wash (these, them).
8. (This, These) cattle will remain fenced in.
9. Try not to forget (these, them) books.
10. If the scissors are dull, sharpen (these, them).
11. (This, These) musician plays the flute.
12. (These, Them) are the homework assignments.
13. Did (that, those) contest winner collect her money?
14. (These, Them) palm trees produce dates.
15. Can you use (that, those) kind of mushroom in this soup?

Predicate Adjectives

Usually adjectives come before the words they modify.

I drive a *red* Mustang.

Sometimes, however, adjectives come after the words they modify.

The Mustang is *red*.

When an adjective follows a state-of-being verb like *is* or *seemed*, it is part of the predicate. This kind of adjective is called a **predicate adjective**. Predicate adjectives follow state-of-being verbs and modify the subject.

Your train was *late*. (*Late* modifies the subject, *train*.)

Finding Predicate Adjectives Draw one line under the predicate adjective in each of the following sentences. Then draw two lines under the word it modifies.

1. These nuts taste bitter.
2. The bell in the distance sounds soft.
3. In autumn, the leaves are colorful.
4. Do those shoes feel too tight?
5. After a little time, the lemon will become ripe.
6. The willow near the porch has grown very tall.
7. The table top felt rough.
8. Pavarotti's voice is unbelievable!
9. At parties, Jamie becomes silly.
10. Oh, no! Is the gas tank empty?

Using Predicate Adjectives Fill in the blank with a predicate adjective. Then underline the word it modifies.

1. The ashes from the campfire were _____.
2. The taco sauce tasted very _____.
3. Anna seemed _____.
4. The cat's fur felt _____.
5. Mark was _____ when he finished his homework.

Making Comparisons with Adjectives

Use the **comparative** form of an adjective to compare two things. Add *-er* to form the comparative of most short adjectives.

My dog is *smaller* than my cat.

Use the **superlative** form of an adjective to compare three or more things. Add *-est* to form the superlative of most short adjectives.

My dog is the *smallest* of all the dogs on our block.

For longer adjectives, form the comparative by using the word *more* with the base form of the adjective. Form the superlative by using the word *most* with the adjective.

ADJECTIVE	COMPARATIVE FORM	SUPERLATIVE FORM
difficult	more difficult	most difficult

Do not use *more* or *most* along with the *-er* or *-est* ending.

INCORRECT: more taller

CORRECT: taller

A few adjectives use completely different words for the comparative and superlative forms.

good better best bad worse worst

Making Comparisons with Adjectives Write the comparative and superlative form of each adjective. Use your dictionary to check spelling if necessary.

	COMPARATIVE	SUPERLATIVE
1. hot	_____	_____
2. cold	_____	_____
3. happy	_____	_____
4. special	_____	_____
5. kind	_____	_____
6. wonderful	_____	_____
7. familiar	_____	_____
8. few	_____	_____
9. less	_____	_____
10. horrible	_____	_____

Mixed Practice: Using Adjectives

Using Adjectives That Tell *How Many*, *Which One*, and *What*

Kind Divide a separate piece of paper into three columns headed *How Many*, *Which One*, and *What Kind*. Underline the adjectives in the following sentences. Then write each one in the correct column. In parentheses after each adjective, write the noun it modifies. Ignore *a*, *an*, and *the*.

1. Five green caterpillars are on that branch.
2. This silver locket belongs to Marla.
3. Do you like Polish sausage?
4. A rainy day shouldn't dampen the plans for a class party.
5. Several spectators brought cold drinks to the marathon.
6. Many people have moved from Midwestern states to Sunbelt states.
7. This restaurant serves spicy, Mexican food.
8. We listened to some strange but delightful music.
9. Bring five pairs of clean socks for special events at camp.
10. The shrill telephone woke me from a deep sleep.

Using Adjectives Correctly Underline the correct word or words in parentheses.

1. The (tokyo, Tokyo) train station was noisy and crowded.
2. The ribbon will be (more noticeable, noticeabler) if you tie it in a bow.
3. Trina's father plays the (french, French) horn in the orchestra.
4. (Them, These) peaches are the (best, bestest) I have ever tasted.
5. (Them, Those) girls are the (talentedest, most talented) singers in the class.
6. (This, These) test is (more difficult, difficulter) than the one given to (them, those).
7. Do you feel (worse, worst) today than you did yesterday?
8. This is the (angrier, angriest) I have ever seen Bruce.
9. My older sister takes a (longer, longest) shower than I do.
10. That was the (better, best) hamburger I ever tasted!

Using Adjectives in Writing

1. You have an opportunity to rewrite a section of the well-known classic, *The Wizard of Oz*. Dorothy will not visit Emerald City. She will visit whatever imaginary place *you* create.

On another sheet of paper, write several paragraphs describing your imaginary place. Use many colorful and specific adjectives to describe your new setting. Remember that your readers will have no previous knowledge of the place you create. Let adjectives help your reader picture your special place. Use comparative adjectives to relate what you have created to what your reader has already seen or experienced.

2. Use a separate sheet of paper to write a series of at least five riddle clues to help your friends guess the “identity” of a food you enjoy. Use plenty of adjectives, predicate adjectives, and comparative adjectives. For example, if your food is spaghetti, your first clue might be, “It is *long* and *stringy*.” Your second clue might be, “It is *tasteless* without sauce.” A third clue might be, “It is *softer* after being cooked than when it is uncooked.” Exchange papers with your classmates and see who can solve the riddles.

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Recognizing Adjectives Draw one line under each adjective in the following sentences. Draw two lines under the word it modifies. Ignore *a*, *an*, and *the*.

1. This tuna salad is nutritious.
2. Stormy clouds gathered over the hot desert.
3. The Venetian blinds shaded the small room from the hot sun.
4. A hungry puppy followed me home.
5. That watermelon tasted cold and sweet.
6. Several paths wound throughout the huge park.
7. The Alaskan pipeline took many years to complete.

Using Adjectives Correctly Underline the correct adjective or pronoun in the parentheses.

1. Please stack (those, **them**) papers on the shelf.
2. (**This**, These) kind of music is too slow to dance to.
3. Marjorie's sister doesn't wear (that, those) kind of shoes.
4. We served (those, them) tomatoes but left (those, that) celery in the basket.
5. (These, **Them**) are the captains of the teams.
6. When we left (these, them) papers on the ground, they got wet.
7. Everyone ordered sandwiches, but no one finished (these, them).

Choosing the Right Form of Adjectives Underline the correct form of the adjective in the parentheses.

1. Today is the (better, **best**) day of the week to mow the lawn.
2. The room seemed (colder, **more cold**) than the inside of the refrigerator.
3. Last Saturday, I saw the (worse, **worst**) movie of the year.
4. Ms. Morely is the (most honest, **honestest**) person I know.
5. The coach chose the ten (most good, **best**) players.
6. Of the two, Allen is (taller, **tallest**).
7. Sandra's stories are (more original, **most original**) than mine.

What Are Adverbs?

Adverbs are words that modify verbs, adjectives, and other adverbs.

She spoke *plainly*. (adverb modifying verb)

My cat is *very* old. (adverb modifying adjective)

They talked *too* loudly. (adverb modifying another adverb)

Adverbs tell *how*, *when*, *where*, or *to what extent* about the words they modify.

Many adverbs are formed by adding *-ly* to an adjective: quickly + *-ly* = quickly. However, not all adverbs end in *-ly*. To decide if a word is an adverb, ask yourself if it answers one of these questions.

How? Beth walked *quickly*.

Where? Beth walked *outside*.

When? Beth will walk *tomorrow*.

To what extent? Beth walks *too* quickly.

Understanding Adverbs The words in italics in the following sentences are adverbs. In the space after each sentence, write *How*, *When*, *Where*, or *To What Extent* to show what each adverb tells.

EXAMPLE: John talks very loudly. *To What Extent*

1. Chris passed the other runners *easily*. _____
2. Walk *carefully* around the pool. _____
3. I got up *early* for school. _____
4. This team plays *well* under pressure. _____
5. We went *outside* to see the rainbow. _____
6. The snow was so deep we couldn't leave. _____
7. I *never* swim alone. _____
8. We got home *too* late for supper. _____

Finding Adverbs Underline the adverbs in these sentences.

1. We arrived early for the show.
2. Mark will begin his job as lifeguard very soon.
3. It's too hot outside.
4. My parents nearly missed their train.
5. We crept quietly and carefully through the attic.
6. Amanda cheerfully volunteered.
7. The crowd clapped enthusiastically.

Making Comparisons with Adverbs

Like adjectives, adverbs have a comparative form and a superlative form. Use the **comparative** form when you compare the actions of two things. Use the **superlative** form when you compare the actions of three or more things.

COMPARATIVE: Robin hit the ball *higher* than Marty.

SUPERLATIVE: Ruth hit the ball *highest* of the three.

The comparative and superlative forms of adverbs are formed in three ways.

1. Some short adverbs add **-er** for the comparative and **-est** for the superlative.

fast faster fastest

2. Most adverbs that end in **-ly** form the comparative with the word **more**. They form the superlative with the word **most**.

quickly more quickly most quickly

3. Some adverbs form the comparative and superlative forms by changing completely.

well	better	best	little	less	least
much	more	most	badly	worse	worst

Making Comparisons with Adverbs On a separate piece of paper, make three columns. Copy the words below in the first column. Write the comparative form of the adverb in the second column and the superlative form in the third.

- | | | |
|-----------|-----------|----------------|
| 1. near | 5. late | 9. tightly |
| 2. long | 6. slyly | 10. peacefully |
| 3. loudly | 7. little | 11. quickly |
| 4. soon | 8. well | 12. meekly |

Using the Correct Form of the Adverb Underline the correct form of the adverb in parentheses.

1. Redwood trees grow (taller, more tall) than any other tree in the forest.
2. The rain fell (steadilier, more steadily) than predicted.
3. The Yankee pitcher throws (harder, more hard) than the Dodger pitcher.
4. You can carry that pack on your shoulders (easilier, more easily) than in your hands.
5. Walk (softlier, more softly) in the baby's room.

Adjective or Adverb?

Because some adjectives and adverbs look very much alike, it is sometimes hard to know whether to use the adjective or adverb form. To decide whether to use an adjective or an adverb, ask yourself what word is being modified.

The horses ran *fast*. (*fast* is an adverb. It tells how the horses ran.)

It was a *fast* race. (*fast* is an adjective. It tells what kind of race.)

Remember, adjectives tell which one, what kind, or how many. They modify nouns and pronouns.

Adverbs tell how, when, where, or to what extent. They modify verbs, adjectives, and other adverbs.

Using Adjectives and Adverbs Read the sentences below. On the blank write whether the word in *italics* is an *Adjective* or *Adverb*. Then write the word that the word in *italics* modifies.

1. The *quiet* audience listened closely. _____
2. I wrote *very* long letters to my grandparents. _____
3. This bread is *quite* warm. _____
4. I tried *hard* to win the race. _____
5. This is a *hard* race to win. _____
6. Read the instructions *carefully*. _____
7. Carolyn is a *fast* swimmer. _____
8. Carolyn swims *extremely* fast. _____

Choosing the Right Word Underline the right modifier in parentheses.

1. A (gentle, gently) breeze blew in my face.
2. Isaac was (real, really) sure he had made the team.
3. We studied the plans very (thoughtful, thoughtfully).
4. In the desert, darkness comes (quick, quickly) after sunset.
5. The rows of desks were arranged (even, evenly).
6. The cattle were (terrible, terribly) nervous before the storm.
7. Run home (quick, quickly) to get the tickets.
8. The violets smell (fragrant, fragrantly).

Using Good and Well; Bad and Badly

The words *good* and *bad* are adjectives. They tell *what kind*.

This pizza tastes *good*. (Tastes is a linking verb, so *good* modifies *pizza*.)

The pitcher threw a *bad* pitch. (*Bad* modifies *pitch*.)

The words *well* and *badly* are adverbs when they modify verbs and tell *how* something is done.

You sew *well*. (*Well* tells how you sew.)

He performed *badly*. (*Badly* tells how he performed.)

Well is an adjective when it describes a noun or pronoun and means "healthy."

You look *well*. (*Look* is a linking verb, so *well* modifies *you*.)

Using Good and Well; Bad and Badly Draw one line under the correct word in parentheses. Draw two lines under the word it modifies. Then, on the line, tell whether the word underlined once is used as an *Adjective* or *Adverb*.

EXAMPLE: The clock worked (good, well) after I fixed it. Adverb

1. I had a (good, well) time at the carnival. _____
2. Bonnie ran (good, well) at the meet. _____
3. Kevin knew he did (good, well) on his audition. _____
4. The cool spring breeze felt (good, well). _____
5. Our shoes still looked (good, well) after the hike. _____
6. Cats see (good, well) in the dark. _____
7. Our radio sounds so (bad, badly) it must be broken. _____
8. The weather looks (bad, badly). _____
9. The freshly baked bread smells (well, good). _____
10. Philip needs braces (bad, badly). _____
11. Cecilia and Tiffany work (good, well) together. _____
12. The team played (bad, badly) despite good coaching. _____

Using Negatives Correctly

There are several words that are used to say “no.” These words are called **negatives**. *No, no one, not, none, nobody, nowhere, nothing, and never* are negatives. Contractions such as *can't, don't, doesn't, wouldn't, won't, isn't, and aren't* are also negatives.

When two negatives appear in one sentence, they result in a double negative. Avoid double negatives when you write and speak.

INCORRECT: The stray puppy didn't have nowhere to sleep.

CORRECT: The stray puppy didn't have anywhere to sleep.

CORRECT: The stray puppy had nowhere to sleep.

Using One Negative Underline the correct word in parentheses.

1. I never heard (nobody, anybody) sing like that.
2. Don't you want (any, no) fruit juice?
3. I didn't hear (nothing, anything).
4. The painters won't (ever, never) finish in time.
5. Can't (nobody, anybody) help us?
6. I couldn't run (no, any) further.
7. Emille doesn't have (no, any) money to spend.
8. Juanita looked for the stamps but didn't find (any, none).

Correcting Double Negatives Rewrite the following sentences to remove the double negative.

1. Mateo wouldn't never miss a practice.

2. Jim doesn't go nowhere without his radio.

3. They couldn't find no one to fix the car.

4. The letters weren't never delivered to them.

5. You don't have no time to waste.

Mixed Practice: Using Adverbs

Finding and Using Adverbs Underline every adverb used in each sentence. Then write *How*, *When*, *Where*, or *To What Extent* on the blanks to show what each adverb tells.

1. The photographer's studio was very brightly lit. _____
2. Slowly the rising tide covered the reef. _____
3. Sharon often orders a pita sandwich. _____
4. I suddenly realized the door was unlocked. _____
5. The fireman bravely entered the burning house to rescue Rod. _____
6. Percy rowed his boat there yesterday. _____
7. Almost all the corn has been planted. _____
8. The weather in Antarctica is quite cold. _____

Choosing the Correct Adjective or Adverb Draw one line under the correct word or phrase in the parentheses. On the line, write whether the word or phrase is an *adjective* or an *adverb*. Draw two lines under the word or words it modifies.

1. The monster seemed (angry, angrily) when I entered its cave. _____
2. Gordon had a (good, well) part in the play. _____
3. The movies began (promptly, prompt) at seven-thirty. _____
4. Today's weather is (better, best) than yesterday's. _____
5. This summer, my pepper plants are growing (quick, quickly). _____
6. Of the three girls, Indira is the (more easily, most easily) pleased. _____
7. My steak was (well, good) done. _____
8. We had (hardly, hard) started eating when the doorbell rang. _____
9. Bobby never eats (anywhere, nowhere) but at his own house. _____
10. Will the stew taste (better, well) with more garlic? _____

Using Adverbs in Writing

Imagine that you have just invented a new piece of sports equipment for a game or activity you enjoy. It may be an ultrasonic bat that never misses a pitched ball, or a pair of jogging shoes designed to prevent fatigue.

Write a description of your special new equipment telling exactly what it does. Use many descriptive adverbs to tell how, when, and where your equipment excels. Use comparative adjectives and adverbs to relate the superiority of your equipment to similar existing things.

Review: Adverbs for Clear Description

Finding Adverbs Underline each adverb in the following sentences.

1. He was too late for his appointment today.
2. The truck traveled quickly on the almost empty highway.
3. The bus for camp always loads here.
4. We were very certain that the sun would come out.
5. We usually eat dinner quite early.
6. Suddenly, a flock of gulls circled above.

Making Comparisons with Adverbs Underline the correct adverb in the parentheses.

1. I trimmed around the sidewalk (most closely, more closely) than around the fence.
2. At the fair, Victor was (more, most) interested in the food than the exhibits.
3. Of all the guests we invited, my grandfather arrived (sooner, soonest).
4. Of all our team members, Sasha pitches the ball (more slowly, most slowly).
5. Here, the winds blow (harder, hardest) in July.
6. Fold the tissue paper (carefuller, more carefully).

Choosing the Right Word Draw one line under the correct modifier in each sentence. Draw two lines under the word it modifies. On the line, write whether the modifier is an adjective or an adverb.

1. Colleen studied (real, really) hard for the test. _____
2. Do you feel (good, well) enough to come outside? _____
3. Dan plugged the stereo in (careful, carefully). _____
4. The leftovers must be spoiled. They taste (bad, badly). _____
5. Dr. Berman's writing is not (legible, legibly). _____
6. Kris skated (beautifully, beautiful) in her competition. _____
7. Thin people often don't look (good, well) in striped clothes. _____

Sometimes the shape of a poem can reflect the ideas in the poem. In a **concrete poem**, the poem takes on the shape of its subject. Here is an example.



a worm an umbrella a piano the sun
a clock a banana a star a daisy

Sounds in Poetry

Poets use **rhyme**, **rhythm**, and **alliteration** to make special sound patterns.

Words that **rhyme** have the same end sound. Study the poem below. The words that rhyme are in italics.

Rhythm is a pattern of strong beats in a poem. The strong beats are marked with accents on the syllables in the poem below.

Alliteration is the repetition of a consonant sound at the beginning of words. The alliteration in the poem below is marked in heavy print.

The *woo*ds are *ló*vely, *dá*rk and *dé*ep
 But *Í* have *p*romisés to *ké*ep,
 And *mí*les to *gó* befóre I *sleé*p
 And *mí*les to *gó* befóre I *sleé*p.

Studying Poetry Read the poems below. Then answer the questions that follow.

A. Windy Nights

Whenever the moon and stars are set,
 Whenever the wind is high,
 All night long in the dark and wet,
 A man goes riding by.
 Late in the night when the fires are out,
 Why does he gallop and gallop about?

—ROBERT LOUIS STEVENSON

B. Wind and Silver

Greatly shining,
 The Autumn moon floats in the thin sky;
 And the fish-ponds shake their backs and
 flash their dragon scales
 As she passes over them. . .

—AMY LOWELL

- Which poem contains rhyme? Write two pairs of rhyming words. _____

- In which poem is the beat of the poem regular and steady?

- Copy a line from the poem you named above. Put an accent mark over each stressed syllable. _____

- Find an example of alliteration. Then write two words that contain alliteration. _____

Writing Poetry Write a brief poem that uses at least two of the three techniques—rhyme, rhythm, and alliteration—that you have studied for creating special sounds in poetry. Your poem should contain at least four lines.

Pictures in Poetry

Poets use sensory images, similes, and metaphors to create pictures with words.

Words that appeal to the senses are called **sensory images**. They help the reader to see, hear, smell, touch, and taste what is in the poem. Notice how the images in this poem appeal to the senses.

Also notice that the poet compares two unlike things, a sheet of paper and a drift of snow. Since the two parts of the comparison are joined with *like* or *as*, this comparison is called a **simile**.

The sheet of paper is white
And perfectly quiet
Like a drift of snow
Into which nobody goes
And out of which nothing shows.

—STANLEY COOK

A **metaphor** does not use *like* or *as*. A metaphor states that one thing *is* another. In the following stanza from a poem by Eve Merriam, the poet compares branches of a tree to Chinese writing and the sky to parchment.

Bare branches of trees
brush strokes of Chinese pictograms
marking the parchment sky.

—EVE MERRIAM

Recognizing Sensory Images, Similes, and Metaphors Read these two stanzas from a poem by John Updike. On a separate piece of paper, answer the questions that follow.

September

The breezes taste
Of apple peel.
The air is full
Of smells to feel—
Like plates washed clean
With suds, the days
Are polished with
A morning haze.

—JOHN UPDIKE

1. To which senses does the poem appeal?
2. Write two examples of sensory images from the poem.
3. Find and write a simile from the poem.

Mood

Mood is the feeling the reader has when he or she reads a poem. A poet carefully chooses words to create a specific mood.

If a poet wants to create a cheerful mood, he may use such words as *bright*, *bouncy*, *chuckling*, or *soaring*.

If a poet wants the reader to experience a feeling of fear, he may use such words as *grim*, *quivering*, *shocked*, or *trembling*.

Concrete Trap

The fox at midnight in the city square
 knows there's a way, but knows not which it is,
 a path that leads to fields and woods and lair,
 leaves underfoot, earth and the stirring air.
 Bewildered stands the fox, too many streets
 lead off too many ways, yet there is one
 leads to the woods and to tomorrow's sun.
 Under street lamps, between the straight house walls,
 hard, geometric, baffling nose and eyes,
 escape is there for him to recognize.
 Bewildered stands the fox, questing the way,
 and in the yards the dogs begin to bay.

—ELIZABETH COATSWORTH

Identifying the Mood of a Poem Read the poem above and answer the following questions.

1. What is the mood of the poem?

2. What words contribute to the mood?

3. How does the use of long, involved sentences add to the mood of the poem?

4. What mood do the words in the last line add to the overall mood of the poem?

Creating a Mood Write a brief poem that describes one feeling you have had. It might be a happy, sad, tired, hopeful, nervous feeling, or any other feeling. Choose your words carefully to help the reader feel what you felt.

Review: Appreciating the Language of Poetry

Understanding Poetry Study the poem below. Then answer the questions that follow.

Thoughts

When I am all alone
 Envy me most,
 Then my thoughts flutter round me
 In a glimmering host;

Some dressed in silver,
 Some dressed in white,
 Each like a taper¹
 Blossoming light;

Most of them merry,
 Some of them grave,
 Each of them lithe²
 As willows that wave;

Some bearing violets,
 Some bearing bay,
 One with a burning rose
 Hidden away—

When I am all alone
 Envy me then,
 For I have better friends
 Than women and men.

—SARA TEASDALE

-
1. taper—a candle
 2. lithe—easily bent

- How many stanzas does the poem have? _____
- What words in the poem rhyme? Is there a pattern to the rhyme? Explain.

- Write two similes from the poem. What things are being compared?

- Find two examples of alliteration in the poem. Write them.

- Read the third stanza and count the stressed beats. How many strong beats are in a line?

- How would you describe the overall mood of the poem? What words from the poem contribute to the mood?

Gathering Sensory Details

A good descriptive paragraph paints a picture with sensory details. **Sensory details** are words that appeal to the five senses. Use sensory details to help the reader experience what you are describing. For example, to describe a campfire, you might use the following sensory details.

- sight** — flickering orange, red, and gold flames
- sound** — crackling and snapping twigs in the hissing fire
- smell** — hickory smoked hamburgers
- touch** — intense heat of the fire biting your skin
- taste** — roasted marshmallows with warm and sticky-sweet centers

You can gather sensory details for descriptive writing by observing your subject carefully, by searching your memory for details, or by using your imagination.

A writer can choose details that will create a certain **mood** or feeling. The description of a canoe trip, for example, might create a quiet, peaceful mood if phrases like *glided smoothly* and *gentle ripples* were used. The same canoe trip, however, could suggest adventure and excitement if phrases such as *churning currents* and *dashed against the rocks* were included. Such careful choice of details helps the reader see what you are describing.

Using Sensory Details Write each of the five senses of *sight*, *sound*, *smell*, *touch*, and *taste* across the top of your paper. Choose one of the topics listed below. Under each heading, list three sensory details from the topic you have chosen.

- | | |
|-----------------|-----------|
| baseball game | the beach |
| doctor's office | the zoo |
| a secret place | a picnic |

Creating a Mood Write two brief descriptions of a large old house. In the first description, choose details that will create a frightening or spooky mood. In the second description use details that create a warm, cheerful feeling about the house.

Gathering Details Brainstorm to find a topic for a descriptive paragraph. Make a list of 10 to 12 sensory details to use in your description. Try to include details from all five senses.

Organizing Details for a Description

After you make a list of sensory details, you must arrange them in a logical order. Here are three good ways to organize your details.

Natural order, or **spatial order**, is one way to arrange details. Details are arranged in the same way that you would notice them. For example, you might describe a statue from bottom to top or a boat from bow to stern.

Order of importance is a way to organize details so that you begin or end with the detail that impressed you the most. You might begin a description of a live music concert with the roar of the crowd and build to the flash of multicolored stage lights.

Grouping by senses is a way to arrange details so that one type of sensory detail is presented at a time. You might write about a day at the zoo by first describing the sounds you heard, then the sights you saw, and finally, the foods you ate.

Organizing Details On the line, write which order would be the best way to arrange details for a descriptive paragraph on each of the following topics.

- _____ a busy restaurant kitchen
- _____ a travel poster of Paris featuring the Eiffel Tower
- _____ the tallest giraffe at the zoo

Arranging Details in Natural Order Look over the following list of details for a descriptive paragraph about a pet shop. Arrange the details in natural order from side to side or top to bottom. Number the details in the order you would write them.

- _____ on back wall, wire cages filled with puppies
- _____ cages of birds hanging from ceiling
- _____ aquariums filled with tropical fish on one side wall
- _____ in center of room, petting area with bunnies and kittens
- _____ on one side wall, tanks filled with frogs, snakes, lizards
- _____ display of rocks, shells, and seaweed for decorating aquariums, on floor below aquariums

Writing a Description Choose one of the topics for which you listed sensory details on the previous page. Arrange your details according to natural order, order of importance, or grouping by senses. If you wish, you may add or take out details. Then, use your organized list of details to draft your descriptive paragraph.

Revising To Improve Description

You can improve your description by carefully revising your writing. Here are three ways to make dull sentences more interesting.

1. Add adjectives and adverbs to dull sentences.

The clock chimed.

The *delicate Swiss* clock *gently* chimed.

2. Replace state-of-being verbs with action verbs whenever possible.

Hope felt dizzy.

Hope's head *spun* dizzily.

3. Replace general nouns with more specific nouns.

We entered the house.

We entered the *Victorian mansion*.

4. Add a simile or metaphor.

Jacques was nervous.

Jacques was *as nervous as a pilot on his first solo flight*.

Revising Dull Sentences On a separate piece of paper, revise the following sentences according to the directions in parentheses.

1. Justin is slender. (add a simile or metaphor)
2. The car raced down the road. (add adjectives and adverbs)
3. The siren was loud. (replace state-of-being verb with strong action verb)
4. The bruise on Ken's leg is large. (add adjectives and replace *leg* with a more specific noun)
5. The colt ran across the field. (add adjectives and adverbs)
6. We felt very cold. (replace state-of-being verb with action verb)
7. The sword looks sharp. (add adjectives, change state-of-being verb to action verb, and add a simile or metaphor)
8. Ellen came in the room. (replace *came* with a more vivid verb. Replace *room* with a more specific noun.)
9. The hallway was dark. (add a simile or metaphor)
10. A tree moved in the wind. (add adjectives and adverbs, replace *moved* with a more vivid verb)

Review: Description and the Process of Writing

Use the following directions to revise and proofread the paragraph below. Make your corrections on the paragraph using proofreading marks. Then make a clean, corrected copy on a separate piece of paper.

1. Add two adjectives to sentence 1.
2. Combine sentence 2 with sentence 3.
3. Change the state-of-being verb to an action verb in sentence 4.
4. Place sentence 5 before sentence 2.
5. Add a simile or metaphor to sentence 8.
6. Combine sentences 9 and 10 to correct sentence fragment.
7. In sentence 11, replace the noun *things* with several more specific nouns.
8. Write a concluding sentence for this paragraph.

1. The house was scary. 2. We were afraid before we even walked up the front steps. 3. The steps creaked. 4. The front door was open. 5. Filmy cobwebs dangled from the attic windows. 6. As soon as we entered, we noticed there was absolutely no light entering the house. 7. The windows were all painted black on the inside. 8. It was dark. 9. The air was still. 10. And musty. 11. As we lit a lantern, we saw things you usually see only in a dream.

What Are Prepositions?

A **preposition** is a word that relates its object to some other word in the sentence.

Warren leaned *against* the wall.

Into the pond slid the lizard.

The pitcher threw the ball *to* me.

In these sentences, the words *against*, *into*, and *to* are prepositions. Each relates the noun or pronoun after it to another word in the sentence. The noun or pronoun following a preposition is called the **object of the preposition**. The words *wall*, *pond*, and *me* are objects of the preposition. Here is a list of commonly used prepositions.

about	before	down	of	to
above	behind	during	off	toward
across	below	for	on	under
after	beneath	from	onto	underneath
against	beside	in	out	until
along	between	inside	outside	up
among	beyond	into	over	upon
around	but (except)	like	past	with
at	by	near	through	without

Finding Prepositions In each sentence below, underline each preposition once and the object of that preposition twice. A sentence may contain more than one preposition.

1. We bought some popcorn during the movie.
2. Into the water waddled the duck.
3. Suzanne had her picture taken for the newspaper.
4. The Air Force jets disappeared behind the clouds.
5. Our summer trip took us through Yellowstone National Park.

Using Prepositions Complete the following sentences by using one of the prepositions listed above.

1. Ellen finally found her wallet _____ the bed.
2. _____ school, I watered the garden.
3. Everyone gathered _____ the ice-cream truck.
4. We found a stray kitten _____ our front steps.
5. That phone call was _____ my sister.

Using Prepositional Phrases

A **prepositional phrase** is a group of words that begins with a preposition and ends with its object. The preposition, its object, and all the words that modify the object combine to form a prepositional phrase.

My cousin hid *behind the first door*. (*door* is the object of the preposition)

At *Thanksgiving*, my relatives visited. (*Thanksgiving* is the object of the preposition)

The coach was looking *for Susan*. (*Susan* is the object of the preposition)

If a preposition has a compound object, all the parts of the object are included in the prepositional phrase.

We used bricks made *of red clay and straw*.

Finding the Prepositional Phrase Underline each prepositional phrase in the sentences below. There may be more than one prepositional phrase in a sentence.

1. There is nothing in the refrigerator except milk and eggs.
2. Did Mr. Curry tell you about his experiences inside the castle?
3. Without radar, the plane could not have flown through the fog.
4. At night, we sat around the campfire and told ghost stories.
5. The band director tapped on the podium with her baton.
6. Everyone in the living room was introduced to our guests.
7. The bowl for the salad is beside the snack tray.
8. A quarter dropped from my pocket and rolled into the gutter.
9. The girl beside me comes from Topeka, Kansas.
10. Drive past the post office and the library and then turn right.

Completing the Prepositional Phrase Complete each sentence with a noun as the object of the preposition.

1. We found some money in the _____.
2. At the assembly, Carol sat behind _____.
3. Gregg looked for _____ in the _____.
4. I'll talk with _____ after _____.
5. Put the books on the _____.

Pronouns After Prepositions

Use the **object form** of pronouns in prepositional phrases. Here are the object forms: *me, you, him, her, it, us, them*.

We ate lunch with *him*.

Is the package for *them*?

Sometimes there are two or more objects for one preposition. These compound objects are joined with the word *and* or *or*. When pronouns are used as objects of the prepositions, be sure to use the object form of the pronoun.

SIMPLE OBJECT

We sat with *Gary*.

Bring that to *Martha*.

COMPOUND OBJECT

We sat with *Gary and her*.

Bring that to *Martha and me*.

If you are confused about which pronoun form to use, say the sentence with the pronoun alone following the preposition. Then say the complete sentence.

Dana gave the tickets to Sarah and (he, him).

Dana gave the tickets to *him*.

Dana gave the tickets to Sarah and him.

Using Pronouns After Prepositions In each sentence, underline the preposition once and the object of the preposition twice.

1. Those old costumes are for you.
2. The library books belong to me.
3. The fifth graders will see the assembly after us.
4. Flies buzzed around them, spoiling their picnic.
5. Tell Sarah the show can't start without her.

Using the Correct Pronoun as Object Underline the correct pronoun in the parentheses.

1. Can you come to the movies with Kurt and (I, me)?
2. All of (they, them) are ready to start the race.
3. We sent a Christmas card to (he, him) and (she, her).
4. Dad made reservations for Mom and (we, us).
5. The crowd gathered around the witnesses and (they, them).
6. Aunt Ella and I played dominoes against Shelly and (he, him).
7. The officer asked for an explanation from (they, them) or (we, us).

Special Problems with Prepositions

Several words that are used as prepositions are also used as adverbs. If the word has an object, it is used as a preposition. If it is used alone, it is an adverb. Look at these examples to see the difference.

The old steam engine chugged **past**. (adverb)

The old steam engine chugged **past** the station. (preposition)

The prepositions *between* and *among* often cause confusion. Use *between* when you speak of two persons or things. Use *among* when you speak of three or more. Here are examples.

Choose **between** the apple and the pear.

We will divide the popcorn **among** Russ, Orlando, and me.

Identifying Prepositions and Adverbs On the blank line after each sentence, tell whether the word in *italics* is used as an *Adverb* or a *Preposition* in the sentence.

1. Come *into* the house right away! _____
2. When the car stopped, Frank jumped *out*. _____
3. I've heard that excuse *before*. _____
4. I watched that program *before* the news. _____
5. After the sun set, we all went *in*. _____
6. Are my slippers *in* the closet? _____
7. The lions rolled *over*. _____
8. A small brook trickled *over* the rocks. _____

Using *Between* and *Among* Write a sentence using the words listed as the object of the preposition *Between* or *Among*.

1. Brian, Amanda, and me _____
2. art and music _____
3. all the instruments in the orchestra _____

What Are Conjunctions?

A **conjunction** is a word that connects other words or groups of words. The most commonly used conjunctions are **and**, **but**, and **or**. Conjunctions can join compound sentence parts. Look at these examples.

Jack *and* Virginia will collect the papers. (compound subject)

Carol caught the ball *and* threw it home. (compound predicate)

Was the note for you *or* me? (compound object of preposition)

The conjunctions *and*, *but*, and *or* can also combine whole sentences. Sentences that are joined by a conjunction are called **compound sentences**.

It finally stopped raining, *but* we still cancelled the game.

Notice that a comma is used at the end of the first sentence before the conjunction. When two very short sentences are joined, you may leave out the comma.

Come here and I'll tell you.

Identifying Conjunctions In each sentence, draw two lines under the conjunction. Draw one line under the connected parts.

EXAMPLE: The blanket was blue and green.

1. The fans cheered and clapped for the team.
2. Both roses and gardenias are in bloom.
3. Boxes or crates could be used for packing.
4. Our vacation was short but it was fun.
5. Top the pizzas with cheese and mushrooms.

Writing Compound Sentences Rewrite the following sentences, joining each pair with a conjunction. Use commas where needed.

1. The rain was heavy. Our clothes got soaking wet.

2. The tacos tasted good. The guacamole was even better.

3. Ramona might go to the play. She might come to the concert with us.

Using Words as Different Parts of Speech

Some words can be used as several different parts of speech. Study these examples.

The *ticket* sales are slow. (*ticket* is an adjective.)

I have a *ticket* for the concert. (*ticket* is a noun.)

The officers *ticketed* the driver. (*ticketed* is a verb.)

To decide what part of speech a word is, you must see how it is used in a sentence.

Identifying Parts of Speech Tell what part of speech the word in italics is in each sentence. On the blank, write *Noun*, *Verb*, *Adjective*, *Adverb*, or *Preposition*.

1. Larry should *iron* his shirt.

Iron is mined in Minnesota.

2. The *line* graph showed the results.

We will *line* the shelves with paper.

3. John Wayne *starred* in many movies.

Sailors navigate by the North *Star*.

4. *Hand* me the book, please.

Randy cut his *hand*.

5. The *kitchen* floor is dirty.

We ate lunch in the *kitchen*.

6. The cat is still *outside*.

The ball went *outside* the yard.

7. The mayor gave a *talk* to our class.

Talk to Dad about your idea.

8. The clock *strikes* at three.

Mandy bowled two *strikes* in a row.

9. I don't feel *well*.

We get our water from a *well*.

10. Lynn finished the race in *record* time.

You played my favorite *record*.

Mixed Practice: Using Prepositions and Conjunctions

Finding Prepositions and Objects In the following sentences, draw one line under each preposition and two lines under the object of that preposition.

1. Gloria took a deep breath and jumped off the diving board.
2. When shopping for cereal, avoid those with sugar.
3. Season the fish with salt and pepper.
4. Do you prefer sleeping under a blanket or a quilt?

Choosing the Correct Object In the following sentences, underline the correct object in the parentheses.

1. The X-ray shows the bones inside (I, me).
2. There were many people in line after (he, him).
3. Christine explained the rules to our team and (they, them).
4. Thunder rumbled and Clara fought the fear rising within (she, her).

Using Conjunctions In each sentence, draw two lines under the conjunction and one line under the words that are connected by the conjunction.

1. Arthur will catch the bus or walk home.
2. During the fall and winter, the swimming pool is empty.
3. At the fountain, Lucille made a wish and tossed in her coin.
4. Connie and Vera lifted the fallen tree off the path.

Labeling Parts of Speech On the line, write what part of speech the underlined word is in each sentence.

1. Warren will prune the hedge this fall. _____
2. A huge wave crashed on the deck and nearly sank the ship. _____
3. I left my watch in the left drawer. _____
4. During the summer, I eat my lunch outside. _____

Imagine that you are a tour guide in your city. The regular bus driver is ill and your new driver doesn't know the route. Before the tour begins, give the new bus driver directions for a tour that will stop at three major attractions in your city. The tour will begin in front of the Four Star Hotel and end at your last attraction. Write your directions in paragraph form. Underline each preposition and circle each conjunction that you use.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Review: Using Prepositions and Conjunctions 142

Using Prepositions In each sentence, draw one line under each preposition.
Draw two lines under the object of each preposition.

1. The bike in the driveway belongs to my sister.
2. The last run of the game was made by Sam.
3. A ring with a green stone was found under the chair.
4. After practice, Todd and I went to his house for a hamburger.
5. Down the street streaked the fire engine.

Choosing the Correct Object Underline the correct word in the parentheses.

1. We were able to choose (between, among) the two classes.
2. Doug wanted to go camping with my family and (I, me).
3. (Between, Among) that group of tennis players, Jamie is the best.
4. Give your new phone number to (we, us).
5. I baked some muffins for Sally and (they, them).

Using Conjunctions In each sentence, draw one line under the conjunction
and two lines under the words that are connected by the conjunction.

1. My new neighbor and I visited the museum.
2. The police officer whistled and signaled for the traffic to stop.
3. The telephone rang ten times, but no one answered it.
4. The sky was overcast and hazy for the track meet.
5. The iced tea was cold but weak.

Identifying Parts of Speech Write what part of speech the word in *italics* is.

1. *Light* the candles, please. _____
2. On the *inside*, the house looked harmless. _____
3. Is the dog *inside*? _____
4. *Inside* the basket huddled a kitten. _____
5. The pitch was low and *inside*. _____

Recognizing Fact and Opinion

A **fact** can be proved true. For example, it is a fact that the Declaration of Independence was signed in 1776. A fact can be proved by personal observation or by consulting a reliable source, such as an expert or encyclopedia.

An **opinion** is a statement that tells how a person feels about something. It cannot be proved true. The statement "Our city's zoo is the best in the country" is an opinion. Opinions supported with facts are more convincing than opinions which are not supported. You could support the opinion about your city's zoo with these facts: more than one million people visit our zoo each year; our zoo has the only pandas in captivity in the entire United States.

Recognizing Facts and Opinions Read each sentence and decide whether it is a fact or an opinion. Write *F* for fact or *O* for opinion on the blank before each sentence.

- _____ 1. Turtles make interesting pets.
- _____ 2. Turtles may carry salmonella, a bacteria that causes diseases such as typhoid fever and food poisoning.
- _____ 3. Bill Cosby's show is always funny.
- _____ 4. Oranges are rich in vitamin C.
- _____ 5. It is better to go to bed early than to sleep late.
- _____ 6. Many cola drinks contain caffeine.
- _____ 7. Loretta Lynn sings country music.
- _____ 8. The California condor is an endangered species.
- _____ 9. Australia is a great place to vacation.
- _____ 10. Computers are becoming smaller and less expensive.

Writing Facts and Opinions Choose one of the following topics. On separate paper, write one fact and one opinion about your topic. Next, support your opinion with two facts that will make it more convincing.

competitive sports	pollution
TV	exercise
a college education	poetry

Seeing Relationships

It is easier to understand a series of facts if they are arranged into some kind of order. **Organization** allows the reader to see a relationship among the facts. Here are three common ways to logically organize facts.

Group facts together that are alike. Look for similarities and differences. For example, you might group facts about living in the city into advantages and disadvantages.

Arrange facts into some kind of **sequence** or order. Chronological order, or time order, is one kind of sequence. Other types of logical order include large to small, familiar to unfamiliar, and easy to difficult.

An event can trigger a following event. In such a case, a **cause and effect** relationship exists. The first event is the cause. The second event is the effect. For example, Matt spent several hours studying for his science test. He got the highest grade in the class. The time Matt spent studying is the cause. A high grade on the test is the effect.

Grouping and Ordering Ideas Read the following list of things to do when setting up a campsite. Look for relationships among the items in the list. On a separate piece of paper, group the items into two categories. Then arrange the items in each category in chronological order.

- spread out the ground cloth
- build a campfire of dry sticks and logs
- place the stones in a circle away from the trees
- tie down the corners of the tent and smooth out the wrinkles
- gather dry sticks, logs, and large stones for a fire
- clear the ground of rocks and sticks to set up the tent
- light the fire
- pound the corner stakes into the ground and raise the center pole

Understanding Cause and Effect Read the following facts. On a separate piece of paper, write two possible cause and effect relationships.

High salt intake raises blood pressure. Eating many fatty foods raises the cholesterol level of the blood. Cases of high blood pressure and high cholesterol levels are increasing in young people.

Drawing Conclusions from Facts

A **conclusion** is an opinion or decision you reach after you study the available facts. To draw a conclusion, follow these steps:

1. Study the facts.
2. Compare the facts with what you already know.
3. Think about how the facts fit together.
4. Draw a conclusion based on the available facts.

Drawing Conclusions Study the following situations. Write one conclusion from each set of facts and tell what led you to this conclusion.

Facts: All the fig bars are missing from the cookie jar. It is fifteen minutes before dinner. Dad questions his three children. The ten-year-old says, "Maybe a thief came into the kitchen and ate them." The seven-year-old says, "I think the dog ate them." The five-year-old says, "I didn't eat them. I'm not even hungry." Dad examines each child's hands. The five-year-old has soap under his fingernails. He never washes his hands without being told to do so.

Conclusion: _____

Facts: Uncle George just traded his old car for a newer model. He had been very pleased with the gas mileage of 25 miles per gallon for the older car and wanted to know how his new car's mileage would compare. Uncle George filled the ten gallon gas tank. When the tank registered empty in a few days, George noticed that the odometer showed he had driven 300 miles.

Conclusion: _____

Errors in Thinking

Errors in thinking can lead to incorrect conclusions. Here are four common problems that can lead to the wrong conclusions.

Slanted language is the use of words that create strong feelings in a reader or listener. For example, one person might describe a dog with positive words such as *frisky* and *strong*. Someone else might describe the same dog with negative words such as *wild* and *dangerous*. When you notice slanted language, look for facts from which you can draw your own conclusion.

An **overgeneralization** is a statement that is too broad to be true. Saying that all football players are rough is an overgeneralization. Words such as *all*, *every*, *never*, and *nobody* often signal an overgeneralization. You can correct an overgeneralization by inserting a qualifying word such as *some*, *most*, *many*, or *usually*. The corrected statement would say: *Some football players are rough*.

Stereotyping is one kind of overgeneralization. A stereotype wrongly states that an entire group shares certain characteristics. For example, many people believe that all spiders are dangerous. Research shows that only a few types of spiders are dangerous. To disprove a stereotype, you should research the facts.

Bandwagon refers to doing things just because “everyone else is.” For example, you know high-top gym shoes hurt your ankles and slow down your tennis game. However, you buy them anyway because everyone else has high tops.

Identifying and Correcting Errors in Thinking On separate paper, identify the error in thinking in each of the following situations. Then explain how or why the wrong conclusion was reached. If possible, state a proper conclusion for each situation.

1. Everyone in your class wears shoes without socks. It is cold and rainy outside. Your feet are cold.
You wear shoes without socks, too, just like all your friends.
2. You ask your mom if you can have a puppy. She says, “No. Dogs smell bad.”
3. A movie critic reviews a new children’s movie by saying, “The characters are charming and lovable.
The story is delightful.”
4. All rock stars lead glamorous lives.
5. That book was boring and predictable.
6. Eating snacks will make you fat.
7. Sheen shampoo will add dancing highlights to your hair.
8. Everyone should take vitamin supplements.

Review: Clear Thinking

Recognizing Fact and Opinion Read each statement. On the line before each number, write *F* if the statement is a fact, or *O* if it is an opinion.

- _____ 1. Swimming is an aerobic exercise.
- _____ 2. A dollar a week is enough allowance for a sixth grader.
- _____ 3. Cajun cooking is popular in Louisiana.
- _____ 4. The temperature in the desert often reaches over 100°F.
- _____ 5. Skateboards should be banned from city sidewalks.

Understanding Cause and Effect Read the following facts. On separate paper, write a possible cause and its effects.

Chlorine is used in swimming pools. However, chlorine, which is a gas, can cause illness if it is inhaled. At the public swimming pool, chlorine tanks were not properly handled. Twelve swimmers became ill.

Drawing Conclusions Read the facts below. Draw a conclusion from the facts given. On separate paper, write your conclusion and explain how you reached it.

You left for school at 8:15 this morning. You saw a utility truck parked near the bus stop. The workers were digging a hole. When you came home, you wanted a frozen juice bar. When you opened the freezer, you found that the bars had melted. You decided to have an orange instead. You opened the refrigerator and found that all the food was warm. You called your mom at work. When she asked you what time it was, you looked at the clock, which had stopped at 8:43.

Recognizing Errors in Thinking Identify each error in thinking in the situations described below. Explain how or why the wrong conclusion was drawn. Use separate paper to write your answers.

- 1. You want to buy a new pop music cassette tape. You tell your mom what you want. She says that the music is just screeching and the lyrics are silly.
- 2. Dad wants you to mow the grass because he has hurt his back. He tells you that you should help out because all of his friends' children do chores at home.
- 3. Your grandmother is staying with you for a week. You tell her you want to show her how well you can roller-skate. She says that roller-skating is dangerous and a waste of time.

Prewriting: Discovering and Supporting Opinions

Your opinions show others what is important to you. They show how you feel about certain issues. There are many ways to discover your opinions. You can brainstorm alone or with others, look through magazines, newspapers, or your journal, and think about things that you have read and heard.

In order to be convincing, opinions must be supported with facts or reasons. You can find reasons to support your opinions through reading and research, from your own experience, or by talking with others. You should not, however, support your opinion with another opinion. Do not say, "I liked the movie because it was good." Rather, support your opinion with a fact. "I liked the movie because it had plenty of action."

Identifying Reasons and Opinions Below are ten statements. On the blank before each number, write *F* if the statement is a fact or *O* if it is an opinion. Then choose one of the statements you marked as an opinion. On the lines below, write two facts you could use to support that opinion.

- _____ 1. Everyone should take lessons and play a band instrument.
 - _____ 2. Mozart composed several important musical works before he was thirteen years old.
 - _____ 3. Most flutes are made of sterling silver.
 - _____ 4. Prince has a better voice than Michael Jackson.
 - _____ 5. Much jazz originated in New Orleans, Louisiana.
 - _____ 6. Tina Turner has been singing professionally for almost twenty years.
 - _____ 7. The lyrics of rock songs are offensive.
 - _____ 8. Fungi are plants that do not have roots, stems, or leaves.
 - _____ 9. The weather in Hawaii is delightful.
 - _____ 10. Mesquite wood makes the best charcoal for cookouts.
-
-

Explaining Your Opinion Use any of the methods discussed in this lesson to find a topic you feel strongly about.

After you have selected your topic, make a list of reasons to support your opinion. Remember to list facts and examples, not opinions, as supporting statements. **Topics and reasons will vary.**

As you think about your topic, look over your list of supporting reasons. Then develop your reasons with facts, statistics, examples, or stories.

The next step is to make a writing plan to organize your reasons and supporting details. Study your notes. Identify your main reasons and mark them with a check or star. Place each supporting detail under the reason it develops. Decide on the order in which you will present your reasons. Put your strongest or most important reason last.

Organizing Details Below is a sample writing plan. The main reasons follow the opinion. However, the list of details to support each main reason is not in order. On a separate piece of paper, group the details under the correct reasons. Leave out any details that do not support the opinion.

Opinion: Everyone should wear seat belts.

Main Reasons:

1. Seat belts prevent serious injury and save lives.
2. Babies and small children are unsafe on the lap of an adult.

Supporting Details: Seat belts prevent a passenger from being crushed against the steering wheel, windshield, and dashboard.

Some people worry about seat belts trapping them in a car that plunges into water.

In an accident, a child seated on the lap of an adult can be injured by the weight and force of the adult's body.

When a car traveling 30 mph hits a solid object, unbelted passengers will fly forward at 30 mph until they, too, hit something or someone.

In an accident, an adult's grip cannot prevent the forward motion of a child.

Making a Writing Plan On separate paper, make a writing plan for the opinion you chose to write about on page 148. Group your details under the correct reasons. Number your reasons and details. Remember to put your most convincing reason last.

Drafting Your Explanation

Put your ideas into sentence and paragraph form. Begin with a **strong topic sentence**. Follow your writing plan as you draft. **Develop your paragraph** by adding ideas and details or dropping ones that do not fit.

Use **signal words** to point out a new idea, help your sentences flow together smoothly, and show how one idea is tied to another. Here are some examples.

Words to signal a main point or reason: *first, next, in addition, another reason, most important, also, finally*

Signal words for supporting details: *for example, such as, for instance*

Using Signal Words Below is a draft of a paragraph that explains why preteens should learn to type. Insert signal words to make the ideas flow more smoothly. Use a caret (^) to show where signal words should be added. You will improve this paragraph further during revision.

Every preteen should learn to type. Typing can be a tremendous help in doing schoolwork. Teachers always appreciate neatly typed, easy-to-read assignments. A composition can be typed much more quickly than it can be handwritten. On modern typewriters, corrections can be made more quickly and neatly than they can be made in handwriting. Typing is a useful skill for future employment. Typing skills are very easily applied to computer work. Most of you will use computers at some time in your lives. Knowing how to type will be a great advantage when you use computers.

Drafting Your Explanation Use your writing plan to make a rough draft of your opinion paper. Remember to begin with a good topic sentence. State your supporting reasons clearly. Use signal words to show the organization of your ideas.

Revising Your Explanation

Follow these guidelines when you are ready to revise your explanation. Then carefully proofread what you have written.

1. Is my opinion clearly stated in my topic sentence?
2. Do I have good support for my topic? Do I have strong reasons?
3. Do I have enough supporting details to develop those reasons? Have I included examples, stories, facts, or statistics?
4. Is my most important reason mentioned last?
5. Should I add signal words to make my ideas clearer?

Improving a Draft Look at the paragraph on page 150 that explains why a preteen should learn to type. You already added signal words to the paragraph to make the ideas flow smoothly, but the draft needs other improvements to be more convincing. Copy the paragraph with the signal words you have added. Then make the following improvements.

1. One sentence is unnecessary because it repeats a statement. Remove it from the paragraph.
2. Think about other jobs, in addition to those that use computers, where typing is useful. Add one or two other details which support the reason that typing is a useful skill for future employment.
3. The paragraph does not leave the reader with a strong impression. Write a good concluding sentence for this paragraph.
4. Give the composition a title.

Revising Your Explanation Use the guidelines above to revise your own explanation. Read your draft out loud as you revise. Look for errors in content. Proofread for mistakes in grammar, capitalization, punctuation, and spelling. Be sure your explanation has a strong conclusion. Give your composition a title. When you are satisfied with your work, make a clean, final copy. Find a way to share your writing with your classmates.

Review: The Process of Writing About Opinions

Revising an Explanation Revise the following paragraph as directed below. Mark your corrections on this page. Then make a clean, final copy on separate paper.

¹Choosing a bike is difficult because you have to choose carefully, based on how you will be using the bike. ²There are several kinds of bicycles. ³Racing bikes come with extremely narrow wheels and tires and have dropped handlebars which curve down. ⁴Buy a racing bike if it is important to go fast. ⁵Touring bikes have slightly wider tires than racing bikes. ⁶They are heavier than racing bikes. ⁷Buy a touring bike if you will be traveling on paved roads. ⁸Touring bikes do not accelerate as quickly as racing bikes. ⁹The letters *BMX* stand for "bicycle motorcross." ¹⁰BMX bikes are low and sturdy. ¹¹They are built for rough conditions. ¹²They can withstand terrain that would destroy a racing or touring bike. ¹³Lately, injuries on bicycles have increased. ¹⁴BMX bikes, however, are slow over long distances. _____

1. Combine sentences 1 and 2 to make a better topic sentence. Remove any unnecessary words.
2. Put sentence 8 in the proper place in the paragraph.
3. Combine sentences 5 and 6 to avoid repetition.
4. Rewrite sentence 9 to insert signal words.
5. Put sentence 14 in the proper place in the paragraph.
6. Cross out the sentence that does not belong in the paragraph.
7. Add a supporting detail to one of the bike descriptions, based upon what you know about bikes.
8. Add a strong concluding sentence.

The Classification of Books



Books in the library are divided into two groups: fiction and nonfiction. **Fiction books** are stories that the author imagined or invented. *The Black Stallion* is a fiction book. Fiction books are arranged alphabetically according to the author's last name. If an author has written more than one book, the books by that author are placed together on the shelf and then arranged alphabetically by title.

Nonfiction books are about real people or events. They report facts and ideas. *How To Groom Horses* is a nonfiction book. Nonfiction books are classified and arranged according to their subjects.

Recognizing Fiction and Nonfiction Write *F* on the blank before each of the following titles that is fiction. Write *NF* on the blank before each title that is nonfiction.

- _____ 1. *The Cat Ate My Gymsuit*
- _____ 2. *Computer Handbook*
- _____ 3. *A Book of Real Science*
- _____ 4. *Otherwise Known as Sheila the Great*
- _____ 5. *The Iceberg and Its Shadow*
- _____ 6. *Iggie's House*

Arranging Fiction Books Number these fiction books in the order in which they would appear on the shelves.

- _____ Cleaver, Vera and Bill. *Where the Lilies Bloom*
- _____ Blume, Judy. *Are You There God? It's Me, Margaret*
- _____ Bell, Margaret. *Watch for a Tall White Sail*
- _____ Peck, Richard. *Ghosts I Have Been*
- _____ Blume, Judy. *It's Not the End of the World*
- _____ Bonham, Frank. *Chief*
- _____ Rodgers, Mary. *Freaky Friday*
- _____ Taylor, Mildred D. *Roll of Thunder, Hear My Cry*
- _____ Blume, Judy. *Deenie*
- _____ Peck, Robert Newton. *The Day No Pigs Would Die*

The Dewey Decimal System

Nonfiction books are often classified according to the **Dewey Decimal System**. This is a system dividing all books into ten major categories, or classes.

The Dewey Decimal System

000–099	General Works (encyclopedias, handbooks, etc.)
100–199	Philosophy (conduct, ethics, psychology, etc.)
200–299	Religion (the Bible, mythology, theology)
300–399	Social Science (economics, law, education, commerce, government, folklore)
400–499	Language (language, grammar, dictionaries)
500–599	Science (mathematics, chemistry, physics, biology, astronomy, etc.)
600–699	Useful Arts (farming, cooking, sewing, radio, nursing, engineering)
700–799	Fine Arts (music, drawing, acting, photography, games, sports)
800–899	Literature (poetry, plays, essays)
900–999	History (biography, travel, geography)

Classifying Nonfiction Books Using the Dewey Decimal System, where would you find these books? Write the numerical category on the blank.

- _____ 1. *Biology in the World of the Future* by Hal Hellman
- _____ 2. *A Small Child's Bible* by Pelagie Doane
- _____ 3. *Let's Travel in Greece* edited by Darlene Geis
- _____ 4. *The Romance of Philosophy* by Jacques Choron
- _____ 5. *Rainbow Nature Encyclopedia* by John Paton
- _____ 6. *Chinese Tales of Folklore* by S. Y. LuMar
- _____ 7. *Story of the English Language* by William Sparke
- _____ 8. *Engineers and What They Do* by Harold Coy
- _____ 9. *Beach Glass and Other Poems* edited by Paul Molloy
- _____ 10. *How To Play Better Baseball* by Bud Harelson

Call Numbers

The **Dewey Decimal System** classifies all nonfiction books into ten major categories. Every nonfiction book has its Dewey Decimal number on its spine. This number is the **call number** of the book. It tells exactly where each book can be found on the library shelves. Books are arranged on the shelves in numerical order.

Some books have special call number codes:

1. **Biography** This section includes **biography**, a true account of someone's life written by another person; **autobiography**, the true story of someone's life written by that person; and **collective biography**, a book that includes a true account of several people's lives.

920 Collective Biography The call number includes 920 plus the initial of the author's or editor's last name.

Tops in Pop Music by Barbara Sheibel 920

S

92 Individual Biographies and Autobiographies The call number includes 92 plus the initial of the last name of the person written about.

The Johnny Cash Story by George Carpozi, Jr. 92

C

2. **Short Story Collections** These books are marked **SC** for "Story Collection" with the initial of the author's or editor's last name placed below. They are arranged alphabetically by the author's or editor's last name.

Assigning Call Number Codes Assign call number codes to the following special nonfiction books. Use 920 for collective biography, 92 for individual biography or autobiography, and SC for story collection.

- _____ 1. *The Halfling and Other Stories*
- _____ 2. *Olympic Medalists*
- _____ 3. *American Women of the Space Age*
- _____ 4. *Charles Babbage: Father of the Computer*
- _____ 5. *My Life and Hard Times*
- _____ 6. *People Who Made America*
- _____ 7. *Short Stories for Discussion*
- _____ 8. *Andrew Jackson: Symbol for an Age*

Using the Card Catalog

The **card catalog** contains cards, filed alphabetically, for each book in the library. Each card has a call number in the upper left-hand corner of the card.

There are usually three cards for the same book in the card catalog: the *author card*, the *title card*, and the *subject card*. Each shows the same information but in different order. Each card is filed in alphabetical order according to its top line. The library system does not capitalize important words in a title.

F	Cerf, Christopher
C4144	Star trek: the truth machine

Author Card

F	Star trek: the truth machine
C4144	Cerf, Christopher

Title Card

F	SCIENCE FICTION
C4144	Cerf, Christopher
	Star trek: the truth machine

Subject Card

The author card has the author's name, last name first, on the top line. The title card has the title of the book on the top line. The subject card has the general subject on the top line.

Finding Card Catalog Information Write which catalog card, *Author card*, *Title card*, *Subject card*, you would use in the following situations.

1. You need a book on how to start a butterfly collection. _____
2. You want to read a book by Mark Twain. _____
3. You are looking for the book *The Lord of the Rings*. _____
4. You want a book of poems by Maya Angelou. _____
5. You need a book about space exploration. _____

Using the Card Catalog Use the card catalog to find the title, author, and call number of one book for three of the subjects below. Write the catalog information on your own paper.

- | | | |
|--------------------------|------------------------|-------------------|
| 1. porpoises | 3. the war in Viet Nam | 5. women's rights |
| 2. the Statue of Liberty | 4. auto racing | 6. aviation |

Using the Encyclopedia

An **encyclopedia** is a reference book that contains articles on many subjects. An encyclopedia is a good resource to use when you need general information about a subject. Most encyclopedias consist of several volumes, covering a wide variety of subjects. Sometimes a whole set of encyclopedias is about one subject, such as music or sports. Each set of encyclopedias has an index to direct you to every volume and page that contains information on your topic.

Encyclopedias are easy to use. Information is arranged in the volumes alphabetically by subject. Most articles are organized by a key word in the subject. Volumes are usually numbered. On the spine of each volume are letters or words that tell which part of the alphabet is included in that volume. Guide words also appear on the top of each page.

Finding Information If you were looking for answers to the following questions, what key word or words in each question would you look for in the encyclopedia? Write the key word or words on each line.

1. What is a computer program? _____
2. Who invented the first camera? _____
3. What bodies of water were connected by the Erie Canal? _____
4. Where was Helen Keller born? _____
5. What are the major crops grown in Nebraska? _____
6. How is the musical instrument called a dulcimer played? _____
7. Why did Marie Curie win a Nobel Prize? _____
8. What is the length of the Amazon River? _____
9. Where are wild tigers found? _____
10. Is the Riverside Wren native to North America? _____

Using the Encyclopedia Choose one of the following topics and look it up in an encyclopedia index. List all articles on that topic. Write the name of the encyclopedia, the titles of the articles and volume and page number for each article. Use your own paper to complete this exercise.

- | | |
|--------------------|------------------|
| 1. Snakes | 4. Indian tribes |
| 2. Motion pictures | 5. Photography |
| 3. Sky diving | 6. Solar energy |

Using Other Resources

Here are some other common reference works found in a library. They are each valuable sources of current information about countless topics.

There are two types of **dictionaries**. **Abridged dictionaries** contain fewer words and less detailed definitions than **unabridged dictionaries**.

An **atlas** is a book of maps. **Almanacs** and **yearbooks** are collections of current facts and statistics. For example, use these sources to find out who won last year's Super Bowl or who is the current governor of Colorado.

Most libraries have current **magazines** and **newspapers** from all over the country. They contain articles on many topics. To find a magazine article on a specific topic, ask a librarian to help you use the *Readers' Guide to Periodical Literature*.

The **vertical file** is a file cabinet filled with newspaper and magazine clippings and pamphlets. These files contain current information that is difficult to find elsewhere.

Using Reference Materials Answer each of the following questions. Then write the name of the reference work you used to answer each question.

1. What does *sirocco* mean? _____

2. In what state is Mt. Hood located? What is its elevation? _____

3. Who is the current Secretary-General of the United Nations? _____

4. Where is the Rhine River? _____

5. What is a geodesic dome? _____

6. Who is Steven Spielberg? _____

7. What is acid rain? How does it affect the environment? _____

Taking Notes

When you gather information for a report or composition, take notes on 3" × 5" cards. On each card write only one piece of information. Include the source of the information on each card. Note cards for books include title, author, and page number. For magazines, include the name and date of the magazine, the title and page number of the article, and the author's name, if given. For encyclopedias, give the name of the encyclopedia, the volume number, and the title and page number of the article.

When you take notes, paraphrase the material; that is, write the material in your own words. Look at the following note card.

<u>World Book Encyclopedia</u>	Volume 31
Encyclopedia	Volume
	page 225
	Page
<p>A vapor lamp uses a vapor or gas, rather than a wire, to produce electric light. Information</p>	

Using Note Cards Read the following article. Then draw three 3" × 5" rectangles on your own paper. Write three note cards based on the information in the article. Remember to paraphrase the information on your note cards.

If you've ever watched a snake eat a frog, you probably felt sorry for the frog and felt bad towards the snake. Most of us tend to think of predators — animals that hunt, kill and eat other animals — as bad guys.

We usually think of predators — nature's hunters — as animals such as wolves and lions. Few of us consider robins, shrews or humans as predators. Yet the world is filled with predators of all shapes and sizes, including man.

Robins feed on living earthworms. Shrews, those mouse-like rodents with pointed noses, eat spiders, flies, beetles, grasshoppers and even mice that are bigger than they are.

Early man hunted other animals, not only for food, but also for clothing and shelter. Even today, we eat cattle, pigs, sheep and chickens.

—excerpt from *Boys' Life Magazine*, April, 1986. "Nature's Hunters" by Sam Curtis, p. 10.

The Interview

You can **interview** an expert to gather firsthand information on a topic. Follow these guidelines when preparing for and conducting an interview.

Guidelines for Planning an Interview

1. Contact the expert and politely request an interview.
2. Learn about the expert's background.
3. Know something about the topic so you can ask informed questions.
4. Make a list of questions to ask the expert.

Guidelines for Conducting an Interview

1. Be prompt and have your questions, notebook, and pen ready.
2. Listen carefully. Take notes.
3. Ask questions. Ask the expert to repeat or explain anything you do not understand.
4. Review your notes.
5. Thank the expert for the interview.

Preparing for an Interview Think of a person you could interview to learn about each of the topics below. Write the person's job title next to the topic.

Topic	Expert
New Techniques in Dentistry	_____
Caring for a Puppy	_____
Saving Lives with First Aid	_____
Planning a Museum Exhibit	_____

Learning About Your Topic Choose one of the topics from the previous exercise. Imagine that you will interview an expert on this topic. Write three questions you would ask. Make sure your questions require more than one-word answers. Remember, you may first need to research your topic in order to ask intelligent questions.

Question 1 _____

Question 2 _____

Question 3 _____

Getting Information from Graphic Aids

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Graphic aids allow you to see factual information. Graphic aids include photographs, illustrations, diagrams, maps, charts, tables, and graphs.

Photographs and **illustrations** put ideas into picture form.

Diagrams identify the parts of an object. They also tell how each part is related to other parts.

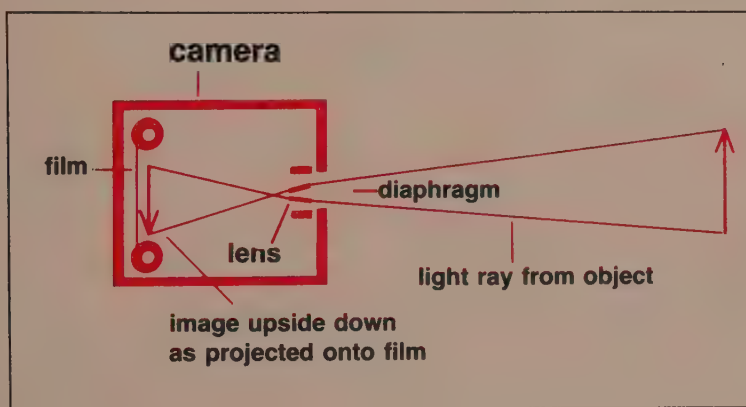
Maps are drawings of areas of land and bodies of water.

Charts and **tables** present groups of facts. Part of the information is usually in number form.

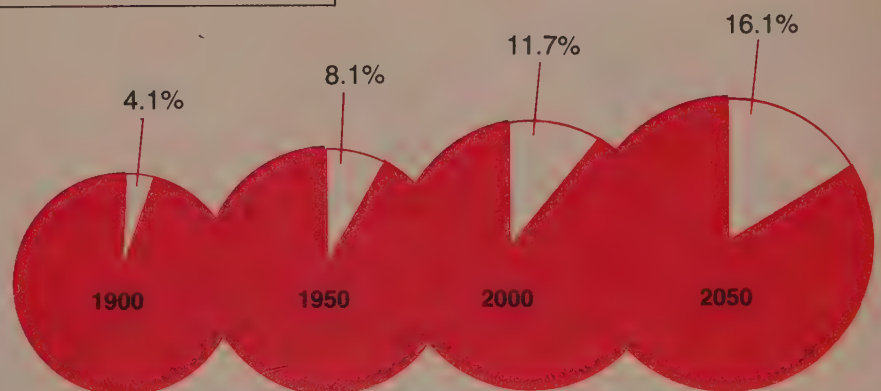
A **graph** is a special kind of chart. It shows how one fact is related to another.

Using Graphic Aids On a separate piece of paper, answer the following questions by referring to the graphic aids below.

1. What two parts of the camera allow light rays to enter?
2. On what do the light rays project the image?
3. In what way is the image on the film different from the object it is recording?
4. In 1900, what percentage of the population of the United States was over 65?
5. Is the percentage of the population over 65 increasing or decreasing?



Percentage of People Over 65, 1900–2050



Review: Developing Library and Research Skills

Using the Card Catalog Write which of the three catalog cards you would look at to find the following information, *Title*, *Author*, or *Subject*.

_____ 1. You want to know about poisonous spiders of the Southwest.

_____ 2. You have read Richard Newton Peck's *Ghosts I Have Been* and you want to read other books by Peck.

_____ 3. You cannot remember the name of the author of *Blue Willow*.

_____ 4. You want to write a report on the history of space travel.

Using Reference Materials Which of these reference works would you use to answer each of the following questions? Write *Encyclopedia*, *Dictionary*, *Atlas*, *Magazine or Newspaper*, *Almanac or Yearbook*, or *Vertical File*.

1. What is the population of Australia? _____

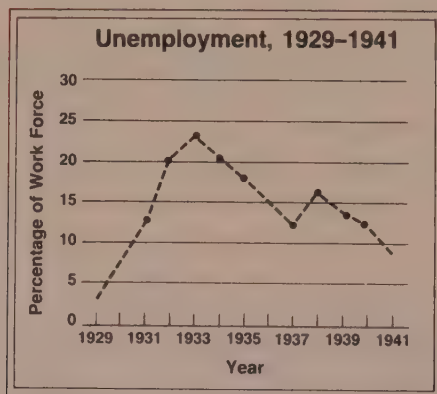
2. What is a gyroscope? _____

3. What is one movie showing in your area that has a PG rating? _____

4. What kinds of activities does the local YMCA sponsor during the summer? _____

5. Who invented the game of soccer? _____

Using Graphic Aids Use this graph to answer the following questions.



1. For how many years does the graph list unemployment figures? _____

2. In what years was unemployment at its highest? _____

3. Was the employment rate higher in 1929 or in 1941? _____

Prewriting: Finding a Report Topic

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There are many ways to find a topic for a report. Sometimes the topic is assigned. Other times you may choose a topic from the subjects that interest you the most. You may also get general ideas by visiting the library and looking through reference materials, nonfiction books, and magazines.

Limiting a Subject Next, you will choose one topic from the general ideas you have discovered and narrow, or limit, it. You must make your topic more specific so that you can thoroughly tell about it within the length of your report.

There are several methods you can use to limit a general subject. The table of contents and index of a book can help you find the particular part of a subject you wish to write about. These parts of a book show you how other writers have broken down the subject. You can also read about your subject in reference or nonfiction books. You can ask *who*, *what*, *when*, *why*, and *how* questions about your topic.

Notice how the general topic below has been limited.

General Topic: Gymnastics

Limited Topics: How gymnasts train

American gymnasts who have won Olympic medals

Injuries gymnasts sometimes suffer

Limiting a Topic Choose three of the nine general topics listed below. Narrow the topics you choose so that each could be covered in a short report of five paragraphs.

Careers

Transportation

Monkeys

Rain forests

Tropical fish

Puppets

Japan

Women of the twentieth century

Telescopes

General Topic: _____

Narrowed Topic: _____

General Topic: _____

Narrowed Topic: _____

General Topic: _____

Narrowed Topic: _____

Finding a Topic Use any of the methods for finding a topic suggested in this lesson. Choose one topic. Limit your topic for a report of a few paragraphs. Write your own general and limited topic below.

General Topic: _____

Limited Topic: _____

Prewriting: Gathering Information for a Report

You are now ready to look for specific information for your report.

Check the card catalog in the library and make a list of the books on your topic.

Write down their titles, authors, and call numbers. To find magazine articles with information you can use, look up your subject in the *Readers' Guide to Periodical Literature*. You can also look at articles in encyclopedias and other reference books. Try to use several different sources as you gather information.

As you read, write down information for your report on 3" × 5" note cards. Write only one piece of information on each card. Also, write down the source of the information for that note.

When you write down the source, include the following:

For books—the title, author, and page numbers

For magazines—the name and date of the magazine, title of the article, author, and page numbers

For reference books—the name of the reference book, volume number, title of the entry, and page number

Your notes should be written in your own words. Do not copy information directly from your source unless you are writing down someone's exact words. Then you must put quotation marks around those words.

Taking Notes on a Subject Read this paragraph from *Pigs Wild and Tame*. On 3" × 5" note cards, write three notes based on the article. Remember to write the notes in your own words and list the source on each card.

40 MILLION YEARS OF PIGS

With so many accomplishments, one would think the pig might be an honored member of the farmyard, but it has suffered from a bad reputation. To call another person a pig is a grave insult in almost every language, and our popular language is full of expressions like "dirty as a pig," "greedy as a pig," and "don't be a pig." All of this is more an insult to the pig than to the person, for pigs are not by their own nature dirty. It is when a domestic pig is shut up in a garbage-strewn pigsty that it becomes dirty. And a pig is no greedier than any other animal. A cat or a dog will overeat—but not a pig. If it roots around in its trough, sometimes throwing food about, it is to find the morsel it especially likes, rather than simply eating everything in sight. And the pig is a good-natured animal, but this does not mean it will let itself be "pushed around," and if treated badly it will react accordingly. If it is treated with gentleness, however, it will do almost anything that is asked of it.

—ALICE L. HOPF

Taking Notes for Your Report Take notes for your own report on 3" × 5" cards. Write the information in your own words. Save your notes to use later.

Prewriting: Organizing Notes

After you have done the reading for your report and taken notes, you are ready to organize your information.

Read through your notes. You will probably see that most of your information falls under certain main ideas. Group together the cards that deal with the same idea. Leave out any notes that are not related to one of the main ideas. If you do not have enough information on an idea, you may need to do more reading.

Once you have your note cards in groups, write a topic sentence that summarizes the information in each group.

Here is one way to organize note cards for a report on "How To Tell Moths from Butterflies."

1. Cards about body characteristics
2. Cards about antennae differences
3. Cards about variations in color
4. Cards about when each can be seen
5. Cards about differences in wing movements

Organizing Notes Study the notes below. Look for notes that deal with the same idea. There are three groups. Label one group of notes 1, one group 2, and one group 3. Then write a main idea for each group.

- _____ 1. Minerals with metallic luster shine like metal.
- _____ 2. Some minerals get their color from impurities.
- _____ 3. The hardness of minerals is measured on a scale of 1 to 10.
- _____ 4. The chemical composition of a mineral can cause the mineral to be a certain color.
- _____ 5. Some minerals that have nonmetallic luster look glossy.
- _____ 6. Gold is an example of a mineral with metallic luster.
- _____ 7. A diamond is the hardest of all minerals.
- _____ 8. Quartz is colorless when pure and colored when it contains minerals.

Main idea 1: _____

Main idea 2: _____

Main idea 3: _____

Organizing Your Notes Organize the note cards you took for the exercise on page 164. Write a topic sentence for each group of notes.

Prewriting: Making an Outline

The final step in organizing a report is to put the material in some sort of logical order. Begin by arranging the main ideas. Then organize the details that support each main idea.

Once you have organized your notes, you are ready to write an outline. An outline shows how the parts of a report fit together.

Here is an outline for a report on sign language.

TITLE	SIGN LANGUAGE
Main Topic	I. Sign language is used every day.
Subtopics	A. It was an early form of communication. B. It is used by many people today.
Main Topic	II. Sign language is part of our past and our present.
Subtopics	A. It was developed for the speech and hearing impaired. B. It makes clear, easy communication possible.
Main Topic	III. Hand signs represent words and ideas.
Subtopics	A. Sign language contains 1500 basic signs. B. You combine signs to express thoughts.

Remember these points about making an outline.

1. Each heading is numbered with a Roman numeral followed by a period. Each group of your notes becomes a major part of the outline. The main idea of each group becomes a heading. The first letter of each heading is capitalized.
2. The headings, or main topics, are lined up under each other.
3. The important facts on your note cards become subtopics. Subtopics are labeled with capital letters and the first letter of each subtopic is capitalized. Subtopics begin under the first letter of a main topic. If a main idea cannot be separated into at least two subtopics, it should not be separated at all.
4. Topics and subtopics may be written as sentences, phrases, or words. However, once you decide on a form, you should write all your topics and subtopics in that same form.
5. An outline has a title.

Making an Outline Use your organization notes from the exercise on page 165 to make an outline on a separate piece of paper. Use main ideas as main topics. Use the facts on your cards as subtopics.

Drafting the Introduction

A report has the same three parts that any composition has. They are the **introduction**, the **body**, and the **conclusion**.

The **introduction** of a report should tell the reader the main idea of the report. Your introduction may include an example or brief story that illustrates your topic. You might begin with an interesting quotation your research produced. You could also begin with a question or an interesting fact. In addition to stating the main idea of a report, it is important for the introduction to catch the reader's attention and to cause the reader to want to read more.

Studying the Introduction of a Report Below are possible introductions for two different reports. For each report, put an x in front of the better introduction. Be ready to explain your choice.

1. A report about sign language

_____ This report is about sign language. It will show that we use sign language in our everyday lives. Also, it will describe the special sign language system used by speech and hearing impaired people.

_____ You spot your best friend across a crowded theater. He waves to you. Standing, you lift your arm up in a curve. You pull your cupped hand toward you, back and forth. His friendly wave said, "Hi. Good to see you!" Your gesture said, "Come and join me!" You both made signs with your hands to exchange messages. Not a word was spoken. You used sign language.

2. A report about birds

_____ Have you ever been kicked by a bird? If the bird that kicked you was a cassowary, you might have been crippled or even killed. The dangerous cassowary, which has a sharp claw on each foot, is just one of many unusual and interesting kinds of birds.

_____ There are many different kinds of birds. Birds all have some things in common. There is a lot of variety among birds, too. All birds are interesting in their own way.

Writing an Introduction On a separate piece of paper, write the introduction of your report. Remember, it must introduce your subject. Also, it must interest the reader in your report.

Drafting the Body of a Report

The **body** paragraphs of the report present most of the information. Each main division in the outline becomes a paragraph in the body of the report. Each main topic in the outline can be worked into the topic sentence of the paragraph. The subtopics are the supporting facts.

As you write your draft, remember that in the process of writing you can constantly rework ideas. You may find better ways to present the ideas you already have. Include these changes in your draft.

Use signal words and phrases to show how your ideas fit together. Signal words such as *first*, *next*, or *finally* show that an important point follows. Phrases such as *in addition*, or *for example* signal that supporting details will follow. Use signal words within a paragraph or to link two paragraphs.

Organizing the Body Paragraphs Read the outline for the report on sign language on page 166. The body paragraphs for that report are listed below. Number them from 1 to 3 to follow the order of the outline. Notice that a few new ideas have been added since the outline was written.

- _____ Sign language is also used by many deaf people and others with speech and hearing handicaps. They rely on special sign language to communicate clearly and easily.
- _____ Many scientists who study language believe that human beings used simple gestures and motions to communicate before they began to speak with words. However, sign language can still be “heard” today. We often talk with our hands and other body parts instead of with our voices. For example, sports officials, police officers, and animal trainers use sign language daily in their work.
- _____ The sign language system uses hand signs to represent words and ideas. There are approximately 1,500 basic signs. By combining these signs, people can express most thoughts. A word for which there is no special sign, such as a name, can be spelled with the fingers. To finger spell, you make hand signals for each letter in the word.

Using Signal Words Rewrite the following paragraph on a separate piece of paper. Add signal words as needed.

You can make a stick serve the purpose of a compass. Push a stick in the ground so that it points directly at the sun and does not cast a shadow. Wait until the stick makes a shadow 6 inches long or longer. Study the shadow formed. Mark *W* for west just where the shadow forms at the base of the stick. Mark *E* for east at the shadow tip. You can mark the other directions, north and south.

Drafting the Body of Your Report On a separate piece of paper, write the body paragraphs of your report. Follow your outline, but make any improvements that occur to you. Make sure each paragraph has a topic sentence.

Drafting the Conclusion and Giving Credit

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The **conclusion**, or ending, of your report ties together all of the ideas. The last paragraph also provides a definite finish for the report. It should not introduce any new ideas. Read the following ending paragraph of a report on sign language. It briefly restates the ideas of the report without introducing new information.

Perhaps without realizing it, you speak with and listen to sign language every day. With practice, you can learn some of the special signs that will enable you to communicate with speech and hearing impaired people. It is a new sensory experience—to speak with your hands and listen with your eyes!

When you write a report, you must **credit your sources**. On the last page of your report, you will list the sources you used for your report. Alphabetize the list by the author's last name or the title of the book or article. Here is an example of a list of sources.

My information was taken from these sources.

1. Andrews, Roy C. All About Whales.
2. Stevens, Ann. "The Fighting Finback," Scientific Fact, May, 1984, pp. 88–89.
3. "Whales," The World Book Encyclopedia. Volume 21, pp. 212–219.

Studying Ending Paragraphs Read the three report endings below. Put an x in front of the best conclusion. Be prepared to explain your choice.

_____ So now you have heard about four unusual birds. Before I close, I'll tell you about one more—the hummingbird. If you've ever seen one, you know how tiny a hummingbird is.

_____ Aren't birds interesting? Some make great pets.

_____ The cassowary, the hummingbird, the penguin, and the woodpecker are a few distinctive and interesting birds. Next time you see a bird, think of it as one individual in a huge family of interesting birds.

Writing an Ending and Giving Credit Use what you have learned to write a conclusion to your report. Write your conclusion on a separate piece of paper. Then on the last page of your report, list the sources you used.

Revising and Proofreading

A good report is not the result of one draft. A writer works and reworks ideas several times. This is called **revising** your writing. Carefully read through the rough draft of your own report. Use the guidelines for revising below to help you improve and revise it. Make sure your report covers the topic thoroughly. Rewrite parts that need work. Use the Guidelines for Revising shown below.

Guidelines for Revising

1. Does my introduction state the topic of the report? Is the introduction interesting?
2. Is the body of my report informative?
3. Are the ideas presented in logical order?
4. Did I begin a new paragraph for each main idea? Did I develop each idea thoroughly?
5. Does my conclusion summarize the main ideas of my report? Is it clear that my report is finished?
6. Is my writing lively and clear?

For a report, you must add one more step to the revision process. **Check your facts.** Make sure that all information is correct. Check to see that you have listed your sources accurately.

Before making a final copy of your report, you should proofread it carefully. Pay special attention to proper names and unusual technical terms. Also, look for errors in grammar, capitalization, punctuation, and spelling. Use the Guidelines for Proofreading below to help you write an error-free report.

Guidelines for Proofreading

1. Is every paragraph indented?
2. Is every word group a sentence?
3. Does every verb agree with its subject?
4. Is the first word in each sentence capitalized?
5. Are all proper nouns capitalized?
6. Does each sentence have the right end mark?
7. Is every word spelled correctly? Did I check unfamiliar words in the dictionary?
8. Are all my facts correct?

Proofreading and Making a Final Copy When you are satisfied with the content of your report, proofread it for errors. Use the proofreading symbols on page 50 to indicate corrections.

After you have revised your report, make a final copy. Proofread this copy a final time. Share your report with your friends.

Review: The Process of Writing a Report

Organizing Notes Read these notes for a report on batteries. Organize the notes into two groups of related ideas. On a separate piece of paper, write the main idea for each group. Beneath each main idea write the supporting details. Then, arrange the details in logical order.

1. Radio and flashlight batteries are dry cell batteries.
2. Car and truck batteries are storage batteries.
3. Dry cell batteries contain chemicals and other materials needed to produce current.
4. A battery charger reverses the chemical reactions that occur when a storage battery produces electricity.
5. The chemicals in dry cell batteries are in the form of jellies or paste.
6. A battery charger allows storage batteries that have used up their electric current to again produce electricity.

Revising and Proofreading a Paragraph Follow the directions below to revise and proofread the following paragraph. Use proofreading symbols to show corrections directly on the paragraph. Make a clean final copy on a separate piece of paper.

1. Correct an error in capitalization.
2. Correct the error in punctuation for the names of the two ships.
3. Add a signal word or phrase at the beginning of sentence 2 to indicate that the treasure was found several centuries later.
4. Replace the word *treasures* in sentence 2 with two or three more specific nouns.
5. Insert commas where needed in sentence 4.
6. Remove a sentence that does not belong.
7. Correct two misspelled words.

¹When the Atocha and the Santa margarita sank in 1622, tons of treasure sank with them. ²Divers found many treasures in the wreckage. ³The searchers also brought up many everyday objects. ⁴They displayed handmade tools wepons, tableware and peices of navigational equipment. ⁵Your dishes might be worth something someday. ⁶Such objects tell historians much about life in the past.

The Parts of a Friendly Letter

There are five main parts to a friendly letter.

1. The **heading** tells your address and the date. It is written in the upper right-hand corner in three lines. Capitalize all proper nouns. Place a comma between the city and state, and between the date and the year.

Address: 131 St. Catherine Drive

City, State, Zip Code: Phoenix, Arizona 85040

Date: September 21, 19--

2. The **salutation**, or **greeting**, can be casual. It is written on the line below the heading at the left margin. The first word and all names are capitalized and followed by a comma.

Dear Uncle Ralph, Dear Laura, Hi Tim,

3. In the **body** of a friendly letter, you talk to your friend. Indent the first line of every paragraph.

4. The **closing** is a simple way to say "goodbye." It lines up with the heading. Capitalize only the first word of the closing. Use a comma at the end of the closing.

Your friend, Sincerely,

5. Your **signature** is in line with the first word of the closing. Leave one line between the closing and your signature.

Using Correct Form In your best handwriting, copy the following parts of a letter using the correct capitalization and punctuation. Use separate lines where necessary. Then label each part.

1. 28 maple avenue portland oregon 97204 december 15 19--

2. dear aunt sara

3. sincerely yours pete coburn

Writing a Friendly Letter On your own paper, write a short letter to a friend or close relative about things that interest both of you. Proofread your letter carefully.

Writing a Thank-You Note

A social note is written in the same form as a friendly letter, although it is usually shorter in length. Generally, social notes use only the date in the heading. The most common social notes are thank-you notes, invitations, and notes of acceptance or regret.

A thank-you note should be written soon after you have received a gift or special favor from someone. Also write a thank-you note if you have stayed overnight at someone's house.

Here is an example of a thank-you note. Notice that only the date is needed in the heading.

July 14, 1987

Dear Mrs. Kain,

Thank you very much for taking me along with your family last weekend. I had never been on a waterslide before, and I'm so glad I had the chance to try it. It was really exciting!

I am glad I finally got to meet Jon's brothers and sisters. We all had fun together.

Thank you again for one of the best times of my summer.

Sincerely,
Eric

Writing a Thank-You Note Choose one of the situations listed below. Write a thank-you note on a separate piece of paper. Use your best handwriting. Check capitalization, punctuation, and spelling.

1. A note to the chief of police thanking him or her for speaking to your class
2. A note to your cousin thanking him or her for a birthday present
3. A note to a friend's parents thanking them for having you as a house guest

Writing an Invitation

An invitation is another type of social note. When you write an invitation, include the type and purpose of the activity, the day, date, time, and place of the activity, and the instructions for replying. Include your address and the date in the heading of an invitation. This information will be used to respond to your invitation.

Read this sample invitation.

300 High Street
Highwood, Illinois 60040
September 12, 1987

Dear Harla,

Please join us at a surprise party for Jessica's thirteenth birthday. Meet at our home at 6:00 P.M. on Friday, October 2. Jessica will arrive at 6:15, and we will all have supper together.

Please send a written reply to me at the address above. Don't call because it may spoil Jessica's surprise. I hope you can join us.

Sincerely,
Mrs. Ponsi

Writing an Invitation Write an invitation on a separate piece of paper. Choose one of the situations listed below. Make up the necessary details for your invitation. Use your best handwriting. Check capitalization, punctuation, and spelling carefully.

1. A note asking your grandparents to come to your school play
2. A note inviting your friend to a bowling party
3. A note to a friend you met at camp asking him or her to visit you

Notes of Acceptance or Regret

A note of acceptance or regret should be written after you receive an invitation. It is important to let the person who sent the invitation know as soon as possible whether or not you will attend. For both notes of acceptance and regret, thank the person for the invitation. Use the same form you use for a thank-you note. Read these sample notes of acceptance and regret.

February 24, 1987

Dear Aunt Dale and Uncle Mac,

You can count on me to be the first to arrive for your sing-along party. I'll even bring my guitar.

I'm glad you've invited me to be one of the song leaders. I'll see you next Sunday.

Your nephew,
Scott

December 28, 1987

Dear Amanda,

I am sorry that I will not be able to attend your ice-skating party on New Year's Day. Our family will be away for the holidays this year.

Thank you for inviting me. Have a happy New Year.

Your friend,
Pamela

Answering an Invitation Read the invitation that one of your classmates wrote for the exercise on page 174. On a separate sheet of paper, respond to the invitation with either a note of acceptance or regret. Check capitalization, punctuation, and spelling.

Writing a Business Letter

You write a **business letter** to request information, order materials, or register a complaint. Although the parts of a business letter are the same as those for a friendly letter, a business letter is more formal. A business letter also has one additional part, the inside address.

The **heading** of a business letter is the same as a heading for a friendly letter.

The **inside address** includes the name and address of the person or business to which you are writing. The inside address comes below the heading and begins at the left margin.

The **salutation** should be formal. If you know the name of the person to whom you are writing, use *Dear*, the person's title, and the person's name. If you do not know the name of the person, use *Dear* and a general greeting such as *Sir or Madam*. A colon (:) follows the salutation.

The **body** of a business letter should be short and courteous. It should clearly state your subject.

The **closing** appears on the second line below the body. It should line up with the heading. Use a formal closing such as *Sincerely*, *Very truly yours*, *Respectfully yours*, or *Yours truly*. Capitalize only the first word. End the closing with a comma.

Your **signature** should be written below the closing. Then print or type your name under your signature.

Identifying the Parts of a Business Letter Read the following business letter. Label the six parts: the *Heading*, the *Inside Address*, the *Salutation*, the *Body*, the *Closing*, and the *Signature*.

527 Orchard Terrace
St. Louis, Missouri 63129
March 26, 1986

Mr. Martin Johnson
Lambert Kay Pet Products
P. O. Box 418
Cranbury, New Jersey 08512

Dear Mr. Johnson: _____

My cat has enjoyed several items in your company's line of toys for _____
pets. Please send me the free catalog that lists all of your products.

Sincerely,

Craig Hamill

Craig Hamill

Types of Business Letters

The three most common types of business letters are letters of request, order letters, and letters of complaint. The type of business letter depends on the kind of information included in the body of a business letter.

Letters of Request Tell *what* you need, *why* you need it, and *when* you need it.

Order Letters Tell the name, catalog number, size, color, and price of the product. List postage and handling separately. Compute the total price and tell if you are including a check or money order. Do not send cash.

Letters of Complaint Tell the name of the product, when and where it was purchased, and what the problem is. Ask for or suggest possible solutions to the problem.

Writing a Business Letter Choose one of the following situations and write a business letter to order or complain about the products mentioned. Be sure to include all parts of a business letter. Write your letter on your own paper.

1. You have purchased a football and glove set called "Sticky Fingers." You want to order an additional pair of gloves from the same company. The catalog number is 0691 and the company that manufactures the product is:

IMPULSE, LTD.

Sticky Fingers Gloves

227 Millwell Dr.

St. Louis, MO 63043

The price of a pair of gloves is \$3.95, including postage and handling. Specify whether you want the standard size gloves or the larger size.

2. You have a subscription to *Family Computing* magazine. You have not received an issue for three months. Your subscription was for twelve monthly issues beginning in February, but you have received only two issues. You have your father's cancelled check to prove that you paid for the subscription. The address of the magazine is:

FAMILY COMPUTING

P.O. Box 2511

Boulder, CO 80302

Addressing an Envelope

Addressing the envelope correctly is an important part of writing letters. If you want your letter to reach its destination, you must use the correct address and ZIP code. If you are unsure of a ZIP code, check with your local post office. Use the following guidelines when addressing envelopes.

1. Make sure the envelope is the right size for the paper. Do not fold the paper more than three times.
2. Put your return address in the upper left-hand corner.
3. Write the address almost halfway down the envelope. Indent the address about one-fourth to one-third of the way from the left edge.
4. Check the accuracy of the street numbers and ZIP codes.
5. Use standard postal abbreviations for states.

Social notes are often mailed in smaller envelopes than formal business letters. The return address may be written on the back of an envelope used for a social note.

Look at this sample envelope for a business letter.

*Robert Talbot
2310 Bell Avenue
Bloomington, IL 61709*

*Schwann Record Company
Dept. 1001
127 Newberry Street
Boston, MA 02116*

Addressing an Envelope Draw two envelopes on a separate piece of paper. Address the envelope to the businesses listed in the exercises on page 177. Use your home address as the return address.

Filling Out Forms

Whenever you fill out a form, be neat and accurate. Sometimes you will need special information, such as your social security number or your mother's maiden name. Try to have all the necessary information with you when you begin. Follow these guidelines to help you fill out forms correctly.

1. Read all of the instructions carefully before you begin to write. Then you will avoid needless errors.
2. Print the information requested. Printing is easier to read than handwriting. Read instructions to see whether you should use pencil or pen.
3. Correct any errors neatly. If you are using pencil, erase the mistake carefully and write in the correction. If you are using ink, draw a single line through the error. Then write the correction neatly above it.
4. Proofread the form to make sure you have filled in all of the necessary information.

Filling Out Forms Fill out the following form neatly and accurately.

SUMMER SCHOOL REGISTRATION FORM

Date _____

Name _____

Current Grade _____

Address _____

Phone _____

Parent's Name _____

Emergency Phone _____

Check the courses you wish to take. (Maximum—3 courses) An additional fee is charged for certain courses.

<input type="checkbox"/> Art — \$3.00	<input type="checkbox"/> Photography — \$5.00
<input type="checkbox"/> Calligraphy — \$8.00	<input type="checkbox"/> Science — \$3.00
<input type="checkbox"/> Cooking — \$8.00	<input type="checkbox"/> Speed Reading
<input type="checkbox"/> Computer	<input type="checkbox"/> Typing — \$5.00

Tuition

\$25.00/course

Tuition _____

Fees _____

Total _____

Review: Writing Letters and Filling Out Forms

Writing Letters and Addressing Envelopes Choose one of the following situations. Write a social note on a separate piece of paper. Draw and address an envelope using your home address as the return address.

1. Invite someone you have met on vacation to spend the July 4 holiday with you and your family.
Your activities will begin with lunch at noon and continue through the fireworks display at 10:00 P.M.
2. Thank your music teacher for all the time he or she spent working with you to prepare for the school musical.
3. Accept or refuse an invitation to spend Labor Day weekend at your neighbor's cottage on the lake.

Writing Business Letters Identify the parts of the following business letter.

923 Ford Rd.
Moscow, Idaho 83843
November 2, 1987

Baker Electronics
Western Service Center
5000 W. 147th Street
Hawthorne, California 90250

Dear Sir or Madam:

I bought your game "2 Player Competition Football" last week. It worked for two days. I bought a new battery but it still does not work. I am sending it to you in its original box. Please repair this game or send me a new one.

Sincerely,

Max Daniels

Max Daniels

Capitalizing Proper Nouns and Proper Adjectives

Capitalize proper nouns and proper adjectives.

A **proper noun** is the name of a particular person, place, or thing. When a proper noun is made up of more than one word, capitalize all important words.

Elizabeth Italy Tower of London Sahara Desert

A **proper adjective** is an adjective formed from a proper noun. When proper adjectives are used with common nouns, do not capitalize the common noun.

Concord grapes Asian Italian ice Japanese car

Capitalize every word in the names of people and pets.

Thomas Alva Edison John F. Kennedy J. R. R. Tolkien

Capitalize words for family relations when they are used as the name of a particular person.

Mom Grandmother Barton Aunt Irma

Capitalize a title used with a person's name.

Dr. May L. Morgan Mayor Henderson Mr. R. Nelson, Jr.

Capitalize the pronoun I.

Benjamin and I went to the theater.

Using Capital Letters Correctly Find the words that should be capitalized.

Write those words using capital letters.

1. Is mr. anderson still going to dr. ann g. thomas for dental work?

2. Will uncle barry bring grandfather holmes to the party?

3. My teacher, mr. johnson, suggested that i report on j. edgar hoover.

4. Come on, dad, join the goldsteins and us.

5. Prime minister margaret thatcher met with queen elizabeth.

6. Is judy at the doctor's office or at kathryn's house?

More About Proper Nouns

Capitalize the names of particular places and things.

Capitalize cities, states, and countries.

Frankfort is the capital of Kentucky, in the United States.

Capitalize streets, bridges, parks, and buildings.

Cross the Wabash Bridge on Michigan Avenue to reach the Wrigley Building.

The concert was held in Grant Park.

Capitalize geographical names and the words *north*, *south*, *east*, and *west* when they refer to a section of the country. Do not capitalize them when they refer to a direction.

We traveled east to the Smoky Mountains.

Have you ever been to the East?

Capitalize the names of months, days, and holidays. Do not capitalize the names of seasons: spring, summer, winter, and fall.

On Wednesday, November 23, our Thanksgiving vacation begins.

Using Capital Letters Correctly Find the words that require capital letters.
Write those words using capital letters.

1. Tower bridge crosses the thames river in london, england.

2. Our christmas vacation begins on the first day of winter, december 21.

3. We celebrate labor day on the first monday in september.

4. When we visited the west, we drove through the rocky mountains.

5. The golden gate bridge is in san francisco, california.

6. It took the travelers two weeks to cross the atlantic ocean from france to canada.

7. St. james park is near buckingham palace.

Other Kinds of Proper Nouns

Capitalize the names of races, religions, nationalities, and languages.

The tapestries of Chinese artists were on display at the museum.

The Methodist church is sponsoring a bikeathon.

Capitalize words referring to God and religious scriptures.

the Lord	the Bible	Jehovah
Allah	the Koran	the New Testament

Capitalize the names of clubs, organizations, and business firms.

My sister is an engineer at Mountain Bell Telephone Company.

Mother is a member of the American Bar Association.

We donated those eyeglasses to the Lions Club.

Using Capital Letters Correctly Find the words that require capital letters.

Write those words using capital letters.

1. The boy scouts of america held a food drive for the flood victims.

2. An exhibit of african art was shown at the cranbrook academy of art.

3. The moslems follow the teachings of mohammed.

4. We bought our new lawn mower at pearson's lawn supply company.

5. Several japanese students visited our school.

6. The parade was led by members of the united states marine corps.

7. The italian artist depicts scenes from the old testament.

8. St. patrick's inn is a well-known irish restaurant.

9. After the earthquake, the red cross offered help to homeless mexicans.

First Words

Capitalize the first word of every sentence.

What time does the program begin? Watch out!

Capitalize the first word in most lines of poetry.

Listen my children, and you shall hear
Of the midnight ride of Paul Revere,
On the eighteenth of April, in seventy-five;
Hardly a man is now alive
Who remembers that famous day and year.

—from “Paul Revere’s Ride”

by HENRY WADSWORTH LONGFELLOW

Sometimes, especially in modern poetry, the poet does not always begin each line with a capital letter.

You Whose Day It Is

You whose day it is,
make it beautiful.
Get out your rainbow,
make it beautiful.

—Nootka Indian Tribe

Using Capital Letters Correctly Underline each word that should be capitalized in the following verse and sentences.

1. there was ease in Casey’s manner as he stepped into his place,
there was pride in Casey’s bearing and a smile on Casey’s face;
and when responding to the cheers he lightly doffed his hat,
no stranger in the crowd could doubt ’twas Casey at the bat.

—from “Casey at the Bat”

by EARNEST LAWRENCE THAYER

2. is your birthday in may?
3. watch out! here comes a car.
4. our upstairs neighbors are moving out. their lease expires this month.
5. be seated. court is now in session.
6. when will football season begin?
7. sarah ferguson and prince andrew were married in westminster abbey.
8. scientists predict there will be a major earthquake in california before the end of the century.

Capitalizing Outlines and Titles

Capitalize the first word of each line of an outline.

Indians of the Great Plains

I. Names of tribes

A. Blackfoot

B. Cheyenne

C. Crow

II. Kinds of dwellings

A. Teepee

B. Earth lodge

Capitalize the first word, last word, and all important words in a title. Do not capitalize *the*, *a*, *an*, or a short preposition (*in*, *for*, *from*, *by*) unless it comes first or last.

The Island of the Blue Dolphins (book)

"How To Eat a Poem" (poem)

Complete rules for punctuating titles are given on p. 199. In general, place quotation marks around titles of short works such as stories, poems, newspaper articles, and reports. Underline the titles of longer works such as books, movies, magazines, newspapers, and television series. In print, these titles appear in italics.

Using Capital Letters Correctly Underline each word in the following sentences that should be capitalized.

1. Our art class is studying the last supper.
2. Sydney has just finished reading the book, *freaky friday*.
3. The title for our class newsletter will be "the mayfield times."
4. "The lady or the tiger" is a good short story.
5. I enjoyed the movie *the karate kid*.
6. Have you read the short story "the tell-tale heart"?
7. My parents read *newsweek* magazine and *the new york times*.
8. "the mending wall" is a famous poem by robert frost.
9. *willie wonka* was based on the book, *charlie and the chocolate factory*.
10. Ice Skating
 - I. kinds of skating
 - A. figure skating
 - B. speed skating
 - C. hockey skating
 - II. equipment
 - A. skates that fit
 - B. proper clothing

Mixed Practice (I): Guide to Capitalization

Using Capital Letters Correctly In the following sentences, underline all words that should begin with a capital letter.

1. is menauti mehta an indian or an egyptian?
2. my cousins named their dog luke, after the movie hero, luke skywalker.
3. when i go to sunday school, i enjoy reading from the bible.
4. parts of the menu are in french, but there are english translations of all the dishes.
5. ask grandfather kawatachi about life in hawaii.
6. the memorial day picnic is the first outing of the summer.
7. we saw queen elizabeth outside windsor castle.
8. the newspaper reporter interviewed philippine president corazón aquino.
9. will ms. davenport change her name when she marries captain furillo?
10. many japanese restaurants feature raw fish, or sushi.
11. after ms. blanca left, mrs. calderon took over the spanish class.
12. at night, i let our cat, mr. peabody, out the back door.
13. would a buddhist read the koran?
14. the reverend martin luther king, jr., was a forceful speaker.
15. on monday, august 3, david is leaving for summer camp.
16. the statue of liberty was rededicated on july 4, 1986.
17. the huang ho river flows from west to east through china.
18. this book is about a boy who lives in kisangani, zaire.
19. will rabbi saltzman speak in hebrew or in english?
20. on their way home from alaska, the millers will spend a few days at sea world in san diego.

Mixed Practice (II): Guide to Capitalization

Using Capital Letters Correctly Underline each word that should begin with a capital letter.

1. the sears tower is the tallest building in chicago, illinois.
2. the symbol of the girl scouts of america is the trefoil.
3. judy garland sang "over the rainbow" in *the wizard of oz*.
4. i loved *charlotte's web* by e. b. white.
5. did you know that procter & gamble makes potato chips?
6. everyone clapped along when the chorus sang "oh happy day."
7. our teacher will write to mcdougal, littell & company for more copies of our textbooks.
8. be careful! you almost fell.
9. the funco toy company has a full-page ad in *mad* magazine.
10. the librarian always reads "the emperor's new clothes" to the first graders.

Capitalizing First Words Underline each word that should begin with a capital letter.

television programs

I. situation comedies

A. *the bill cosby show*

B. *family ties*

C. *benson*

II. dramas

A. *hill street blues*

B. *st. elsewhere*

C. *knight rider*

III. game shows

A. *wheel of fortune*

B. *password*

C. *the price is right*

he clasps the crag with crooked hands;

close to the sun in lonely lands,

ringed with azure world, he stands.

the wrinkled sea beneath him crawls;

he watches from his mountain walls,

and like a thunderbolt he falls.

—from "The Eagle"

by ALFRED, LORD TENNYSON

Using Capitalization in Writing

Imagine that you are a travel agent for a touring company. Plan a month-long vacation for a group of sixth graders. Your group can travel anywhere in the world. Make a list of dates, places, and interesting sights for your group to see. Also, include the name of the hotel or hotels where your group is staying, the address of each hotel, the name of two restaurants where you will eat, and the type of food served in each restaurant.

Review: Guide to Capitalization

Using Capital Letters Correctly Underline each word that should begin with a capital letter.

1. i love spicy spanish rice.
2. benton harbor is on the lower peninsula of michigan.
3. i wonder if the atlanta braves will play in the world series.
4. the new england countryside is very colorful in the fall.
5. the fourth of july is a special american holiday.
6. the texas flood victims were aided by the national guard.
7. do you use a western saddle or an english saddle when you ride?
8. a famous chief of the sioux indians was sitting bull.
9. people of the jewish religion celebrate hanukkah in december.
10. every march, i start getting spring fever.
11. dr. w. t. harding in the allied building is our new dentist.
12. be sure to visit the san diego zoo when you go to the west coast.
13. we swam in the gulf of mexico during our trip to florida last winter.
14. go north on the beeline highway to visit oak creek canyon.
15. on monday, mayor veronica frazier dedicated the new civic center plaza.
16. making a pizza
 - I. kinds of crusts
 - A. thin crust
 - B. thick crust
 - II. kinds of ingredients
17. to young people
you are better than all the ballads
that ever were sung or said,
for you are living poems
and all the rest are dead.

—HENRY WADSWORTH LONGFELLOW

Using the Period

Use a period (.) at the end of declarative sentences, and most imperative sentences.

I'll be home right after practice. Please sit down.

Use a period after an abbreviation or after an initial.

A.M. P.M. U.S.A. Dr. J. P. Morgan

Use a period after each number or letter that shows a division of an outline or that precedes an item in a list.

Camp Activities (an outline) **Cookout Equipment** (a list)

- | | |
|-----------------------|---------------------|
| I. Outdoor activities | 1. metal mess kit |
| A. Riflery | 2. metal silverware |
| B. Archery | 3. plastic cup |
| C. Swimming | |
| 1. Lake | |
| 2. Pool | |

Using Periods Correctly Supply the missing periods where needed.

1. Mr and Mrs Cizek invited us for dinner
2. Come and join our volleyball game
3. The mall is open from 10:00 AM to 9:00 PM
4. Dr Teeth was always one of my favorite muppet characters
5. Everyone take a seat The show is beginning
6. (outline) Study Skills

I In class

 A Listening

 B Note-taking

 C Recording assignments

 D Reading

II At home

 A Reviewing

 1 Class notes

 2 Assignments

 B Note-taking

7. (list) Things to do on Saturday
 - 1 softball practice at 8:00
 - 2 yard work with Dad
 - 3 meet Ben and Earl at 3:00 show

8. The mail was addressed to Ms Smith
9. The cherry trees are blooming now in Washington,DC
10. Put the lab equipment in the science room

Using Question Marks and Exclamation Points

Use a question mark (?) at the end of an interrogative sentence.

What are you doing?

Use an exclamation point (!) at the end of an exclamatory sentence and imperative sentences that show strong feeling.

What a great catch that was! (exclamatory sentence)

Watch out! (imperative sentence)

Use an exclamation point after an interjection.

Ouch! Wow! Oh, no!

Using Question Marks and Exclamation Points Supply the missing question mark or exclamation point in each sentence.

1. Did you say that the beach is two miles from here
2. Whew What a close call that was
3. Ouch Do these weeds have thorns
4. Is this your pen
5. Hey What are you doing
6. How many people are riding in your car
7. Hurray That's my favorite movie
8. Where did you find that interesting poster
9. Help me Someone help me
10. Oh, no I lost my lunch money
11. Who used up all the tape
12. The phone didn't ring, did it
13. Stop in the name of the law
14. Oh, no Have we missed the bus
15. Wow Those fireworks are great

Using the Comma (I)

Use commas (,) to separate three or more items in a series. Place commas after each word in the series except the last.

A singer, a magician, and a dancer were in the talent show.

Anne dressed quickly, grabbed a muffin, and headed for the bus.

Use a comma after introductory words such as *yes, no, or well*.

Well, I may be late. . . . *Yes*, I saw her there.

Use a comma when you use *and, but, or or* to combine two sentences.

Put a comma before these words.

The clock chimed the hour, *and* we all shouted "Happy New Year!"

Do you want to play soccer, *or* shall we stay in and listen to music?

Using Commas Correctly Place commas wherever they are needed.

1. I looked for my shoes in the closet under my bed and behind the door.
2. What do Billie Jean King Chris Evert-Lloyd and Martina Navratilova have in common?
3. Peg ordered a salad with strawberries blueberries bananas and honey dressing.
4. Mike distributed the milk and Cheryl collected the money.
5. No we haven't visited the exhibit yet.
6. Noel may be short but she can out-rebound anyone else on the team.
7. Well you can come with me or I can go alone.
8. They ordered peppers mushrooms cheese and olives on their pizza.
9. Yes I did see the movie before but I'd like to go again.
10. The dog chased the cat over the fence across the street and up a tree.
11. Michelle changed the tire oiled the chain and tightened the brake.
12. I woke up on time but I still missed the bus.
13. Yes we could certainly use some volunteers.
14. John Sean Juan and Jack are variations of the same name.
15. Did you see the game or were you too late?
16. Well look at Dina's costume!
17. No you cannot feed the elephants.
18. Gabe's chores are emptying garbage turning on the sprinkler and feeding the pets.

Using the Comma (II)

Use commas to set off the name of a person spoken to.

Please come inside, *Jimmy*.

Mark, may I borrow your book?

I think, *Joan*, that you have my keys.

Use commas to set off an appositive. An appositive follows a noun and renames the noun.

Our mail carrier, *Ms. Valdez*, is never sick.

I gave the book to *Mr. Coburn*, my science teacher.

Use a comma to separate the parts of a date. If a date appears in the middle of a sentence, place a comma after the last part.

My sister was born on December 15, 1970.

On August 26, 1920, women in the U.S. won the right to vote.

Use a comma to separate the name of a city from the name of a state or country. If the two names come in the middle of a sentence, place a comma after the second name, too.

In Philadelphia, Pennsylvania, the Declaration of Independence was signed.

My aunt and uncle came from Sydney, Australia.

Using Commas Correctly Supply commas where they are needed in the following sentences.

1. Mom I would like to introduce my scout leader Mr. Johnson.
2. Our neighbor Ms. Donahue is a newspaper photographer.
3. The deadline for entries is this Friday May 26.
4. On August 12 1877 Thomas Edison successfully tested the phonograph.
5. This phone call is for you Michelle.
6. Robin Smith the class president asked the opinion of each student.
7. On April 15 1912 the *Titanic* sank in the North Atlantic.
8. Maria do you have a stamp I can use for this letter?
9. We traveled by car from Portland Oregon to Athens Georgia.
10. I believe Wendy that your name is already on the list.
11. Carolyn was born in Boise Idaho on March 5 1975.
12. Ms. Wilson my piano teacher is a gifted musician.

Using the Comma (III)

Use a comma to set off the explanatory words of a direct quotation.

Notice how commas are used in the following direct quotations.

Connie answered, "Four people were absent."

"The track meet begins at three," replied Ann.

"After the game," said Tony, "we will meet at my house."

Use a comma after the greeting of a friendly letter and after the closing of any letter.

Dear Karen, Respectfully yours, Your friend,

Use a comma whenever the reader might otherwise be confused.

In the morning light streams in through my window.

In the morning, light streams in through my window.

After I left the dog stopped barking.

After I left, the dog stopped barking.

Using Commas Correctly Supply commas wherever they are needed.

1. "I'm sure I remembered to bring my key" said Kim.
2. Karen added "You manage to lose everything."
3. "Before you leave" said Brian "don't forget to leave the number."
4. As they left the crowd continued to cheer.
5. "My dear Watson" the letter began.
6. In summer time seems to pass more slowly.
7. When the boys arm-wrestled the table creaked.
8. As we cleaned and painted the old house began to look new.
9. "After you're finished" said Alan "I need help with this problem."
10. "Thank you for taking the message" replied Anne.
11. "On my way home" said Joe happily "I found a dollar."
12. If you ask your question will be answered.
13. Dear Kate
14. Your friend Elise

Using the Apostrophe

Use an apostrophe (') to show possession.

To form the possessive of a singular noun, add an apostrophe and s.

baby + 's = baby's James + 's = James's

To form the possessive of a plural noun that ends in s, add only an apostrophe.

babies + ' = babies'

To form the possessive of a plural noun that does not end in s, add an apostrophe and an s.

children + 's = children's

deer + 's = deer's

Use an apostrophe in a contraction. A contraction is made by joining two words and omitting one or more letters. An apostrophe replaces the missing letters.

cannot = can't	we are = we're	it is = it's
will not = won't	you will = you'll	who is = who's
he had = he'd	are not = aren't	they are = they're

Using Apostrophes Correctly On the blank, make each of the following words possessive.

- | | |
|------------------|------------------|
| 1. friends _____ | 6. sister _____ |
| 2. today _____ | 7. men _____ |
| 3. mice _____ | 8. student _____ |
| 4. members _____ | 9. pitcher _____ |
| 5. Ross _____ | 10. fox _____ |

Writing Contractions Correctly Write each of the following word combinations as a contraction.

- | | |
|--------------------|------------------|
| 1. does not _____ | 6. it is _____ |
| 2. she would _____ | 7. has not _____ |
| 3. they are _____ | 8. do not _____ |
| 4. must not _____ | 9. I will _____ |
| 5. would not _____ | 10. is not _____ |

Using the Hyphen

Use a hyphen (-) to connect words or parts of words.

The sun disappeared as dark clouds were beginning to fill the sky.

The fly buzzing around the room broke her concentration.

Never divide a word that has only one syllable, such as *chief*. Do not write a single letter at the end or beginning of a line. These divisions would be incorrect:

a-round Ontari-o.

Use a hyphen in compound numbers from twenty-one through ninety-nine.

forty-two carloads twenty-first state

Using Hyphens Correctly Divide the following words. Write the word in two parts as you would at the end of the line. If the word cannot be divided, write *Do Not Divide* on the line. You may use a dictionary to complete this exercise.

Example: im - mediate, imme - diate, or immedi - ate

- | | |
|-------------------|-------------------|
| 1. cassette _____ | 6. eclipse _____ |
| 2. stapler _____ | 7. controls _____ |
| 3. apart _____ | 8. defense _____ |
| 4. soda _____ | 9. computer _____ |
| 5. digital _____ | 10. zero _____ |

Using Hyphens in Compound Numbers In the following sentences, add hyphens wherever necessary.

1. We used to live on Fifty Second Street.
2. This year, we have thirty four band members.
3. I gave the cashier forty five cents for the item that cost forty three cents.
4. Who is number thirty two on the San Francisco Forty Niners?
5. It will be twenty five minutes before number sixty two is called.

Using the Colon and the Semicolon

Use a colon (:) after the greeting in a business letter.

Dear Madam: Dear Mr. Romero:

Use a colon between the numerals that tell the hours and minutes.

6:00 A.M. 9:55 P.M.

Remember to capitalize the letters and to use periods after each letter in the abbreviations A.M. and P.M.

Use a semicolon (;) to combine two related sentences.

There are two ways to combine two related sentences into one. The first way is to use a conjunction, such as *and*, *but*, or *or*, to connect the sentences. When you write that kind of sentence, you use a comma before the conjunction.

Mr. Scott began his lecture, and the students listened attentively.

The second way to combine two related sentences is to use a semicolon. The semicolon takes the place of both the comma and the conjunction.

Mr. Scott began his lecture; the students listened attentively.

Inserting Colons and Semicolons Correctly On a separate piece of paper, copy the following business letter. Insert colons and semicolons where they are needed.

October 8, 1987

Dear Ms. Healy

Our scout troop will be having a car wash next weekend in the Central School parking lot. Please print the schedule in this week's paper. The car wash will open on Saturday at 900 A.M. and close at 500 P.M. The wash costs \$3.00 vacuuming costs an extra \$1.00. In case of rain, the car wash will be open on Sunday from 1100 A.M. to 400 P.M.

Sincerely yours,
Ellen Mitsushi

Using Semicolons to Join Sentences Correct each run-on sentence by inserting a semicolon where it is needed.

1. The bright theater lights were lowered the play began.
2. Down the dirt road the truck roared it left huge clouds of dust behind.
3. I went to the post office to pick up a package the post office was closed.
4. Danny ordered a book on photography he could examine and return it within ten days at no cost.
5. My sister lives in California she moved there last year.

Using Quotation Marks

When you write a person's exact words, you write a direct quotation.

Use quotation marks (" ") before the first word and after the last word of a direct quotation.

Martha said, "I'll be on time for dinner."

Separate the words of a direct quotation from the rest of the sentence with a comma or end mark in addition to the quotation marks. An end mark or comma following a quotation should be placed *inside* the closing quotation marks.

"I'm sure I locked the door," said Dave.

Donna said, "I hope you did."

Place question marks and exclamation points inside quotation marks if they belong to the quotation itself.

"Come over here!" shouted Mrs. Miller.

Tim asked, "Are you going?"

Place question marks and exclamation points outside quotation marks if they do not belong to the quotation.

What song begins, "Over hill, over dale"?

I can't believe he finally said, "Thank you"!

Write only the speaker's exact words inside quotation marks. No commas or quotation marks are needed for an indirect quotation.

Mother said that we could go.

Punctuating Quotations Correctly

Correctly punctuate each of the following.

EXAMPLE: "My brother looks just like me," said Pete.

1. Will you be at practice this afternoon asked the coach
2. Barbara shouted Watch out for the ball
3. Did Frank say Add the flour before you add the butter
4. I remembered to bring my music this time said Marcia
5. Ms. Jackson asked Has everyone copied the assignment
6. Imagine that Brian exclaimed Free popcorn for everyone
7. Shana asked why there were so many planes flying overhead
8. I wish I knew the answer replied Tom
9. Did you hear her say Turn in your papers
10. The gift is beautiful exclaimed Sally

Punctuating Divided Quotations and Titles

Sometimes a quotation is divided into two parts by explanatory words such as *he said* or *she asked*. Then two sets of quotation marks are needed. If one sentence is divided, the explanatory words are followed by a comma.

"If you bring me a glass," said Freddy, "I'll pour the juice."

"This old shoe," said Laurel, "was found in the street."

If the second part of the divided quotation is a new sentence, use a period after the explanatory word. Begin the new sentence with a capital letter.

"I'm going," said Len. "Will you come with me?"

Quotation marks are used for the titles of stories, poems, songs, reports, articles, and chapters of a book.

Underline the titles of books, magazines, movies, and television series. Underline the title of a painting or the name of a ship or aircraft. In print, these titles appear in italics.

Punctuating Divided Quotations Correctly Supply the necessary punctuation marks for the following quotations.

1. What would you do asked Carlos if you won the contest
2. I'll be there replied Georgia Don't you forget to come
3. I don't know the answer said Bill Do you
4. This gold locket Diane reported belonged to my grandmother
5. Who has my dictionary Doug inquired I need to use it

Punctuating Titles Supply the necessary punctuation marks for the following titles.

1. The Pit and the Pendulum (story)
2. The Sword and the Stone (movie)
3. The Pinballs (book)
4. Storm Hits California (newspaper article)
5. Time (magazine)
6. I Never Saw a Moor (poem)
7. Masterpiece Theatre (television series)
8. The American Revolution (chapter of a book)

Mixed Practice (I): Guide to Punctuation

Using Punctuation Correctly Most of the punctuation is missing from the following sentences. Insert periods, question marks, exclamation points, and commas where needed.

1. Jesse framed the photograph for Maria but now she doesn't know where to hang it
2. Look There's a flying fish
3. Yes Lydia has a terrarium in her room
4. When you phone call collect
5. Who is that new sportscaster
6. I'm sure Marguerite that you are correct
7. Tom's family is moving to Pierre South Dakota
8. Dr Joanne P Burgess has an office at 128 S Barneth Ct
9. Victor asked if Rev Owens is the minister at this church
10. The defense attorney Mrs Barnes asked the witness several questions

Using Punctuation Correctly Insert apostrophes, hyphens, colons, and semicolons where needed.

1. There are twenty seven fish in the tank.
2. Youll need a flashlight its very dark in the attic.
3. Class begins at 1140 A.M. and ends at 110 P.M.
4. There are thirty five paperback books on Dicks shelf.
5. The citys skyline is beautiful no other city compares with ours.
6. The letter began with the greeting, "Dear Subscriber".
7. Its raining very hard. Well have to change our plans.

Mixed Practice II: Guide to Punctuation

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Using Punctuation Correctly in Letters Insert punctuation as needed in the following letter.

209 Lake Road
Missouri City Texas 77459
Jan 8 1987

McGurk Publishing Company
7000 Hollister Road
Cleveland Heights Ohio 44118

Dear Sir or Madam

Would you please tell me how to write to the author of Thirty Six Adventures I enjoyed the book very much I especially like the escape from the tower when Adelaide cried Wait Conrad I cant fly

I would like to tell the author how much I liked the book I cant wait to read her story Six Hours Till Venus in the next issue of Analog

Yours truly

Ron Roberts

Ron Roberts

Punctuating Quotations and Titles Add all the necessary quotation marks, commas, and end marks in the following sentences. Use quotation marks or underlining for titles.

1. Have you read Deenie by Judy Blume
2. Gayle asked May I eat the last plum
3. I hope whispered the usher that everyone stays seated
4. Please call me said Adam when Sports Sunday begins
5. In the latest issue of Time Buster Keaton's silent movie classic The General is discussed in the article Whats Showing?
6. What in the world wondered Nancy could be causing such a racket
7. Mr. Welling wants to know if you can play Yankee Doodle
8. Carlos cried There's a bat in the tent
9. Did you hear the coach say Stop
10. Our class read Robert Frost's poem The Gift Outright from the book, In the Clearing

Using Punctuation in Writing

Imagine that you are a talk show host. You have just interviewed the most interesting guest you have had on your show. The person might be a doctor, an athlete, an astronaut, a pilot, a race car driver, or anyone else. What questions did you ask this person? What were the person's answers? Write the conversation you had. Remember to use correct punctuation for direct quotations.

Review: Guide to Punctuation

Punctuating Sentences Correctly Punctuate the following sentences correctly, using all the punctuation marks you have studied.

1. Will you check number thirty four on my paper asked John
2. What a great concert that was
3. On December 7 1941 the Japanese attacked Pearl Harbor
4. I was born on May 12 1975 in Phoenix Arizona said Marsha
5. My appointment with Dr G W Wilson is on Saturday April 3 at 2:30 PM
6. Wait shouted Ronnie You forgot to get your change
7. After chasing the gopher the dog was tired
8. Twenty eight people attended the meeting reported Samantha
9. I'm pretty sure Alan that your turn is next
10. Should I bring grapes lemonade or popcorn
11. Well wont you please make up your mind Caroline he asked
12. Sues new home is in Boulder Colorado
13. On December 10 1830 an American poet Emily Dickinson was born
14. Melinda have you seen Gary today asked Todd
15. This morning I called Marge but her line was busy
16. The childrens hands were dirty their clothes were soaking wet
17. Was it Miami Florida or Miami Ohio where Sheilas sister went to school
18. Solar energy explained Mr. Lewis has become an important resource
19. Wow You should have seen the look on his face exclaimed Carmen
20. Aunt Lillys flight from Seattle Washington will arrive on Monday June 4 at 11 00 AM
21. There were twenty two problems but I couldnt finish all of them
22. Youre late exclaimed Mr. Simmons
23. Defense shouted the fans Defense
24. Daisy whos from Colombia speaks Spanish fluently
25. Dr Phillips Id like you to meet my dad James Evans Sr

Pretest: Practice Pages on Irregular Verbs

The exercise below will help you find which irregular verbs give you problems. When you know which verbs give you difficulty, study the practice pages for those verbs.

Using Irregular Verbs Underline the correct word in the parentheses.

1. The game should have (began, begun) at two o'clock.
2. I have (chose, chosen) a topic for my report.
3. Last month, sixty visitors (came, come) to the school.
4. The doctors (did, done) all they could.
5. The goldfish has (ate, eaten) all the food in its bowl.
6. The TV dinners have been (froze, frozen).
7. All this loud music has (gave, given) me a headache.
8. My mother has (went, gone) to the store.
9. Have you (grew, grown) tomatoes at home?
10. I (knew, known) the answers to all the test questions.
11. At camp, we have (rode, ridden) horses many times.
12. By the time the rain started, the children had (ran, run) home.
13. Has everyone (saw, seen) the illustration in the book?
14. Somebody has (took, taken) my lunch.
15. Charlotte has (threw, thrown) a two-hit game!
16. Morgan has already (wrote, written) to his pen pal three times.
17. Shelly (began, begun) painting the porch this morning, and by noon she had (did, done) over half of it.
18. Aunt Ella (wrote, written) the date on the package of leftover turkey and (froze, frozen) it for later.
19. This sweater (took, taken) three skeins of yarn.
20. At the fair, we (went, gone) on the roller coaster twice and the Ferris wheel three times.

Hear It Right Say It Right

Began and *begun* are used correctly in the following sentences. Notice that *began* is used alone, without a helping verb. *Begun* is used with a helping verb. Say each sentence to yourself.

BEGIN

BEGAN

BEGUN

1. The show *began* a little late.
2. The milk *has begun* to sour.
3. I just *began* my report today.
4. I should *have begun* it a month ago.
5. The recital *began* at exactly eight-thirty.
6. Our class *has begun* to study Africa.
7. We *began* reading about it yesterday.
8. Fractions *have just begun* to make sense to me.

Use *began* by itself, without a helping verb.

Use *begun* with the helping verbs *is*, *are*, *was*, *were*, *has*, *have*, and *had*.

Write It Right

Underline the correct verb in the parentheses. Then say the sentence to yourself, using the correct verb.

1. The ball game (began, begun) in spite of the rain.
2. I haven't (began, begun) my homework yet.
3. Spring vacation (began, begun) last week.
4. I never heard of a rock concert that (began, begun) on time.
5. Construction on the building was (began, begun) in May.
6. Mother (began, begun) making this quilt two years ago.
7. Our TV has (began, begun) to give us trouble.
8. A month ago, Sue (began, begun) taking guitar lessons.
9. Lately she has (began, begun) entertaining at parties.
10. Hadn't you (began, begun) to study Spanish last term?

Hear It Right Say It Right

Chose and *chosen* are used correctly in the sentences below. *Chose* is used alone, without a helping verb. *Chosen* is used with a helping verb. Say each sentence to yourself.

CHOOSE

CHOSE

CHOSEN

1. Have you *chosen* a book to read?
2. I *chose* this one about King Arthur.
3. Our class *has chosen* new officers.
4. We *chose* Tina for president again this year.
5. Was the All-Star team *chosen* today?
6. Paul's uncle *chose* to be a geologist.
7. He *has chosen* to live in Alaska.
8. We *were chosen* to decorate the gym for the party.

Use *chose* alone, without a helping verb.

Use *chosen* with the helping verbs *is, are, was, were, has, have, and had*.

Write It Right

Underline the correct verb in the parentheses. Then say the sentence to yourself, using the correct verb.

1. Lamar was (chose, chosen) to star in the play.
2. Don't you like the sweater I (chose, chosen)?
3. Frank has (chose, chosen) a good topic for his report.
4. Stand up if you have already been (chose, chosen).
5. Has a city been (chose, chosen) for the next Olympics?
6. Sarah (chose, chosen) two angelfish for her aquarium.
7. Leonard (chose, chosen) fruit instead of cake for dessert.
8. Seven students were (chose, chosen) to represent our school.
9. Jaunita was (chose, chosen) again, too.
10. Haven't you (chose, chosen) a record yet?

Hear It Right Say It Right

Came and *come* are used correctly in the sentences below. *Came* is used by itself, without a helping verb. *Come* is used with a helping verb. Say each sentence to yourself.

COME

CAME

COME

1. Haven't the Lombardis *come* home from their trip?
2. Yes, they *came* home last night.
3. The traffic *had come* to a standstill.
4. Why *have* so many people *come* to the park?
5. They *came* to see the fireworks.
6. *Has* the mail *come* yet?
7. It *came* this morning.
8. We *had come* to the end of the road.

Use *came* alone, without a helping verb.

Use *come* with the helping verbs *has*, *have*, and *had*.

Write It Right

Underline the correct verb in the parentheses. Then say the sentence to yourself, using the correct verb.

1. You should have (came, come) to the basketball game.
2. The President had (came, come) to give a speech.
3. Who (came, come) to the door?
4. A messenger had (came, come) with a note.
5. John (came, come) to school late again.
6. Lisa has (came, come) to visit you.
7. The presents (came, come) yesterday afternoon.
8. Have you just (came, come) home?
9. Philip (came, come) early to help with the refreshments.
10. Has Jeannette (came, come) in on that plane?

Hear It Right Say It Right

Did and *done* are used correctly in the following sentences. *Did* is used by itself, without a helping verb. *Done* is used with a helping verb. Say each sentence to yourself.

DO

DID

DONE

1. Jeff *did* the wrong math problems.
2. What *have* you *done* with my gym shoes?
3. Tell me what you *did* on your vacation.
4. Sally *has done* two extra-credit projects.
5. What *was done* about the broken window?
6. Wendy *did* more than her share.
7. Robert *did* everything he could to help, too.
8. Didn't you think they *had done* an excellent job?

Use *did* alone, without a helping verb.

Use *done* with the helping verbs *is*, *are*, *was*, *were*, *has*, *have*, and *had*.

Write It Right

Underline the correct verb in the parentheses. Then say the sentence to yourself, using the correct verb.

1. Who (did, done) the dishes last night?
2. Peggy certainly (did, done) a good job on the mural.
3. Haven't you (did, done) your homework?
4. Nothing had been (did, done) about the gutted building.
5. Who (did, done) that drawing of Rod Carew?
6. Gretchen has never (did, done) needlepoint.
7. Our dog (did, done) every trick we taught him.
8. Has Roberto (did, done) all of the questions?
9. I could have (did, done) another lap across the pool.
10. What was (did, done) with the extra punch?

Hear It Right Say It Right

Ate and *eaten* are used correctly in the sentences below. *Ate* is used alone, without a helping verb. *Eaten* is used with a helping verb. Say each sentence to yourself.

EAT

ATE

EATEN

1. I *ate* too much cake at the party.
2. I wish I *had eaten* less.
3. *Were* all of the sandwiches *eaten*, too?
4. One sandwich *was eaten* by a dog.
5. Those peaches will spoil if they *aren't eaten*.
6. We *ate* earlier than usual tonight.
7. *Haven't* you *eaten* your broccoli yet?
8. Nicole *has* never *eaten* Mexican food before.

Use *ate* alone, without a helping verb.

Use *eaten* with the helping verbs *is*, *are*, *was*, *were*, *has*, *have*, and *had*.

Write It Right

Underline the correct verb in the parentheses. Then say the sentence to yourself, using the correct verb.

1. Who (ate, eaten) the watermelon?
2. Keith has (ate, eaten) most of it.
3. Snails are (ate, eaten) in France.
4. Was the knight (ate, eaten) by the dragon?
5. No, the dragon (ate, eaten) only his armor.
6. The gerbils have (ate, eaten) all of their food.
7. Rosa (ate, eaten) lunch with us today.
8. Never go swimming right after you have (ate, eaten).
9. How many of the apples were (ate, eaten)?
10. My baby brother has (ate, eaten) my homework!

Hear It Right Say It Right

Froze and *frozen* are used correctly in the sentences below. *Froze* is used by itself, without a helping verb. *Frozen* is used with a helping verb. Say each sentence to yourself.

FREEZE

FROZE

FROZEN

1. The rink *was frozen* for ice-skating.
2. Kate says it *froze* last night.
3. Many foods *are frozen* to preserve them.
4. The rabbit *froze* when it saw me.
5. My fingers *were* nearly *frozen* by the wind.
6. The soda pop *had frozen* and burst the bottle.
7. Mom *froze* the fish we caught to keep them fresh.
8. *Haven't* you ever *frozen* a snowball?

Use *froze* by itself, without a helping verb.

Use *frozen* with the helping verbs *is*, *are*, *was*, *were*, *has*, *have*, and *had*.

Write It Right

Underline the correct verb in the parentheses. Then say the sentence to yourself, using the correct verb.

1. Our car radiator (froze, frozen) last night.
2. We walked in the cold until our toes nearly (froze, frozen).
3. Berries are often (froze, frozen) as soon as they are picked.
4. The stalking lioness (froze, frozen) in the brush.
5. After the streets had (froze, frozen), traffic moved cautiously.
6. See if the ice cubes have (froze, frozen).
7. The loaves of bread were quickly (froze, frozen).
8. You should have (froze, frozen) the pizza.
9. In the experiment, the liquid mixture (froze, frozen).
10. She made the rolls yesterday and (froze, frozen) them.

Hear It Right Say It Right

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Gave and *given* are used correctly in the following sentences. Gave is used alone, without a helping verb. *Given* is used with a helping verb. Say each sentence to yourself.

GIVE

GAVE

GIVEN

1. The doctor *gave* me a booster shot.
2. *Have* you ever *given* a dog a bath?
3. Judy *hasn't given* her speech.
4. Raymond *gave* me a puzzle for my birthday.
5. I *have given* Mary all of the puzzle parts.
6. Who *gave* you the dimes?
7. The princess *was given* a golden pear.
8. My older sister *had given* me a ride on her motorcycle.

Use *gave* by itself, without a helping verb.

Use *given* with the helping verbs *is, are, was, were, has, have, and had*.

Write It Right

Underline the correct verb in the parentheses. Then say the sentence to yourself, using the correct verb.

1. I wish I knew who had (gave, given) me the mumps.
2. The Drama Club (gave, given) the play last night.
3. All the actors have (gave, given) excellent performances.
4. Hasn't Michael (gave, given) your pen back?
5. Uncle Dave (gave, given) me two passes to the Dodgers' game.
6. This award is (gave, given) to the best students.
7. I still haven't (gave, given) my science project any thought.
8. I (gave, given) my sister the keys.
9. Mr. Fabri has (gave, given) us our band uniforms.
10. The President (gave, given) another press conference.

Hear It Right Say It Right

Went and *gone* are used correctly in the following sentences. *Went* is used alone, without a helping verb. *Gone* is used with a helping verb. Say each sentence to yourself.

GO

WENT

GONE

1. *Have* you ever *gone* trout fishing?
2. I *went* once with my dad.
3. An hour *had gone* by.
4. The weather *went* from bad to worse.
5. Nick *had gone* before we arrived.
6. *Has* Dana *gone* camping?
7. She *went* with her family this morning.
8. We should *have gone* to the water show.

Use *went* alone, without a helping verb.

Use *gone* with the helping verbs *has*, *have*, and *had*.

Write It Right

Underline the correct verb in the parentheses. Then say the sentence to yourself, using the correct verb.

1. Both of my parents (went, gone) to college.
2. Do you know anyone who has (went, gone) to England?
3. Allen (went, gone) last summer.
4. Have the neighbors (went, gone) home yet?
5. After everyone had (went, gone), Victor did the dishes.
6. Have you ever (went, gone) to a professional hockey game?
7. Karen (went, gone) through her pockets for her bus fare.
8. Have you (went, gone) jogging lately?
9. I (went, gone) just this morning.
10. We watched TV after my little sister had (went, gone) to bed.

Hear It Right Say It Right

Grew and *grown* are used correctly in the following sentences. *Grew* is used alone, without a helping verb. *Grown* is used with a helping verb. Say each sentence to yourself.

GROW

GREW

GROWN

1. Uncle Henry *has grown* a mustache.
2. We *grew* many of our own vegetables.
3. Where *are* pineapples *grown*?
4. The crowd *grew* quiet.
5. This lizard *has grown* a new tail.
6. Ellen *has grown* prettier in the last year.
7. My sweet-potato plant never *grew*.
8. I *had grown* two inches over the summer.

Use *grew* alone, without a helping verb.

Use *grown* with the helping verbs *is*, *are*, *was*, *were*, *has*, *have*, and *had*.

Write It Right

Underline the correct verb in the parentheses. Then say the sentence to yourself, using the correct verb.

1. The sky suddenly (grew, grown) dark.
2. What crops are (grew, grown) in California?
3. Indians were the first people who (grew, grown) corn.
4. The ficus plant has (grew, grown) taller.
5. The young child (grew, grown) restless.
6. Have you ever (grew, grown) a Japanese bonsai tree?
7. Marcia has (grew, grown) too big for that jacket.
8. The horses (grew, grown) impatient and pawed the ground.
9. Look how the tomatoes have (grew, grown).
10. Has your butterfly collection (grew, grown) much this year?

Hear It Right Say It Right

Knew and *known* are used correctly in the following sentences. *Knew* is used by itself, without a helping verb. *Known* is used with a helping verb. Say each sentence to yourself.

KNOW

KNEW

KNOWN

1. I *knew* Marguerite would recognize me.
2. We *had known* each other from Girl Scouts.
3. Gerard never *knew* her.
4. Wisconsin *is known* for its dairy products.
5. Who *knew* about the test?
6. I wish I *had known* it would be on multiplication.
7. How could Joshua *have known* about the surprise party?
8. None of us *knew* the story.

Use *knew* alone, without a helping verb.

Use *known* with the helping verbs *is*, *are*, *was*, *were*, *has*, *have*, and *had*.

Write It Right

Underline the correct verb in the parentheses. Then say the sentence to yourself, using the correct verb.

1. Ships have been (knew, known) to disappear suddenly.
2. We hadn't (knew, known) that we would end up in Montreal.
3. We felt lucky that we (knew, known) some French.
4. Mr. McNab asked if I (knew, known) the capital of Austria.
5. The number zero was (knew, known) by the ancient Maya.
6. Have you (knew, known) Sam for a long time?
7. I've (knew, known) him since third grade.
8. Teri already (knew, known) about the picnic.
9. Ms. Thomas never (knew, known) we planned the surprise.
10. I (knew, known) the poem by heart.

Hear It Right Say It Right

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Rode and *ridden* are used correctly in the sentences below. *Rode* is used by itself, without a helping verb. *Ridden* is used with a helping verb. Say each sentence to yourself.

RIDE

RODE

RIDDEN

1. Have you ever *ridden* in a helicopter?
2. Dolores *rode* in one last summer.
3. Vince *had* never *ridden* on a roller coaster.
4. Where *are* llamas *ridden*?
5. We *rode* in the Jacksons' new camper.
6. Melanie *has* *ridden* on an elephant.
7. Peter could *have* *ridden* my bike.
8. The fire chief *rode* on the winning float.

Use *rode* alone, without a helping verb.

Use *ridden* with the helping verbs *is*, *are*, *was*, *were*, *has*, *have*, and *had*.

Write It Right

Underline the correct verb in the parentheses. Then say the sentence to yourself, using the correct verb.

1. Which horse has never been (rode, ridden)?
2. We never (rode, ridden) so slowly before.
3. Sedan chairs were (rode, ridden) long ago.
4. Have you ever (rode, ridden) in an antique car?
5. Bonnie has (rode, ridden) the roller coaster nine times.
6. The team (rode, ridden) to the game in two separate vans.
7. Where are street cars still (rode, ridden)?
8. Tanya (rode, ridden) in the boat while Scott water-skied.
9. A bobsled is (rode, ridden) on an ice track.
10. Who (rode, ridden) to school on the bus today?

Hear It Right Say It Right

Ran and *run* are used correctly in the sentences below. *Ran* is used alone, without a helping verb. *Run* is used with a helping verb. Say each sentence to yourself.

RUN

RAN

RUN

1. Jane's dog *ran* after my cat.
2. Which way *have* the boys *run*?
3. We *ran* all the way home.
4. The Kentucky Derby *is* always *run* in May.
5. *Has* Sandy ever *run* a movie projector?
6. She *ran* it the last time we saw a movie in class.
7. The grandfather clock *had* finally *run* down.
8. The trains *ran* on time.

Use *ran* alone, without a helping verb.

Use *run* with the helping verbs *is*, *are*, *was*, *were*, *has*, *have*, and *had*.

Write It Right

Underline the correct verb in the parentheses. Then say the sentence to yourself, using the correct verb.

1. The batteries in your calculator may have (ran, run) down.
2. Frank has (ran, run) in the Boston Marathon.
3. He also (ran, run) the marathon in two Olympics.
4. Our bus had (ran, run) out of gas.
5. Have you even (ran, run) that fast before?
6. My digital watch has always (ran, run) well.
7. I (ran, run) two miles before school this morning.
8. Who (ran, run) against Lyndon Johnson in 1964?
9. The Indianapolis 500 wasn't (ran, run) because of rain.
10. Raise your hand if you haven't (ran, run) the fifty-yard dash.

Hear It Right Say It Right

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Saw and *seen* are used correctly in the following sentences. *Saw* is used alone, without a helping verb. *Seen* is used with a helping verb. Say each sentence to yourself.

SEE

SAW

SEEN

1. *Has* Mrs. Levy's class *seen* the talent show?
2. We *saw* a great dolphin show at Marineland.
3. A tall, bearded man *was seen* leaving the bank.
4. No one ever *saw* him again.
5. *Have* you ever *seen* a triple play?
6. No, but I once *saw* a grand-slam home run.
7. Mona *saw* Mount Rushmore on her vacation.
8. Giant pandas *are* seldom *seen* outside of China.

Use *saw* alone, without a helping verb.

Use *seen* with the helping verbs *is*, *are*, *was*, *were*, *has*, *have*, and *had*.

Write It Right

Underline the correct verb in the parentheses. Then say the sentence to yourself, using the correct verb.

1. Terence (saw, seen) *Cats* last night.
2. He could have (saw, seen) it with us tonight.
3. Our class (saw, seen) the Jacques Cousteau special on whales.
4. I haven't (saw, seen) Maria all day.
5. Some sports broadcasts are not (saw, seen) locally.
6. You look as if you had (saw, seen) a ghost.
7. Has anybody (saw, seen) my sweatshirt?
8. We (saw, seen) a movie on Ferdinand and Isabella of Spain.
9. Betty (saw, seen) an accident on her way downtown.
10. Have you ever (saw, seen) a bear on this ranch?

Hear It Right Say It Right

Took and *taken* are used correctly in the sentences below. *Took* is used by itself, without a helping verb. *Taken* is used with a helping verb. Say each sentence to yourself.

TAKE

TOOK

TAKEN

1. What *took* you so long?
2. You must *have taken* a wrong turn at the stoplight.
3. My brother *has taken* my bike to Hill Park.
4. He *took* it early this morning.
5. The second graders *were taken* to the circus.
6. *Have* you ever *taken* a ferryboat ride?
7. We *took* the ferry to Washington Island.
8. Who *took* my pencil?

Use *took* alone, without a helping verb.

Use *taken* with the helping verbs *is*, *are*, *was*, *were*, *has*, *have*, and *had*.

Write It Right

Underline the correct verb in the parentheses. Then say the sentence to yourself, using the correct verb.

1. Ted's family (took, taken) a plane to San Diego.
2. Have you (took, taken) your medicine?
3. Who (took, taken) the ping-pong paddles?
4. It has (took, taken) Brad an hour to get ready for school.
5. Latonya (took, taken) the science test this morning.
6. I had already (took, taken) my test.
7. It (took, taken) us two hours to get through the traffic.
8. Why have you (took, taken) my math book?
9. We should have (took, taken) the shortcut home.
10. Julie was (took, taken) to the nurse's office.

Hear It Right Say It Right

Threw and *thrown* are used correctly in the following sentences. *Threw* is used alone, without a helping verb. *Thrown* is used with a helping verb. Say each sentence to yourself.

THROW
THREW
THROWN

1. The rookie pitcher *threw* his first shutout.
2. *Have* you ever *thrown* a boomerang?
3. The cranky baby *threw* a tantrum.
4. Now here's a horse that *has* never *thrown* anyone.
5. The ball *was thrown* to the catcher.
6. Who *threw* that airplane?
7. The congregation *has thrown* rice at the bride and groom.
8. Perhaps you *threw* your paper away.

Use *threw* alone, without a helping verb.

Use *thrown* with the helping verbs *is, are, was, were, has, have, and had*.

Write It Right

Underline the correct verb in the parentheses. Then say the sentence to yourself, using the correct verb.

1. The quarterback (threw, thrown) a pass to his receiver.
2. The first pass he had (threw, thrown) had been intercepted.
3. Who (threw, thrown) those papers on the floor?
4. Mom asked Bob if he had (threw, thrown) away the garbage.
5. The fighting players were (threw, thrown) out of the game.
6. Tommy (threw, thrown) a snowball at me.
7. The relief pitcher (threw, thrown) a few warm-up pitches.
8. Why have you (threw, thrown) away my button collection?
9. Pecos Bill was never (threw, thrown) by a horse.
10. All the graduates (threw, thrown) their hats into the air.

Hear It Right Say It Right

Wrote and *written* are used correctly in the sentences below. *Wrote* is used alone, without a helping verb. *Written* is used with a helping verb. Say each sentence to yourself.

WRITE

WROTE

WRITTEN

1. Kevin *wrote* Mother another letter.
2. He *has written* to her every week.
3. Who *wrote* *Treasure Island*?
4. It *was written* by Robert Louis Stevenson.
5. Louise *wrote* a very funny story.
6. Raoul *had written* the letter in both Spanish and English.
7. John Denver *has written* many popular songs.
8. Ms. Novak *wrote* our assignments on the board.

Use *wrote* by itself, without a helping verb.

Use *written* with the helping verbs *is*, *are*, *was*, *were*, *has*, *have*, and *had*.

Write It Right

Underline the correct verb in the parentheses. Then say the sentence to yourself, using the correct verb.

1. Have you (wrote, written) your report yet?
2. I (wrote, written) half of it.
3. Had Mark Twain (wrote, written) *Tom Sawyer* by 1880?
4. Stacy has (wrote, written) a letter to the newspaper.
5. Hans Christian Andersen (wrote, written) many children's stories.
6. The suspect (wrote, written) a full confession.
7. Was *The Hobbit* (wrote, written) by J.R.R. or R.J.J. Tolkien?
8. It was J.R.R. Tolkien who (wrote, written) that book.
9. Has anyone (wrote, written) to Darren?
10. Long ago, notes were (wrote, written) on cloth or animal skins.



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